Enhancing Teaching and Learning

A LEADERSHIP GUIDE FOR SCHOOL LIBRARIANS

FOURTH EDITION

Jean Donham and Chelsea Sims

ALA Neal-Schuman

CHICAGO :: 2020

alastore.ala.org

© 2020 by Jean Donham and Chelsea Sims

Extensive effort has gone into ensuring the reliability of the information in this book; however, the publisher makes no warranty, express or implied, with respect to the material contained herein.

ISBNs
978-0-8389-4717-3 (paper)
978-0-8389-4719-7 (PDF)
978-0-8389-4722-7 (ePub)
978-0-8389-4720-3 (Kindle)

Library of Congress Cataloging-in-Publication Data
Names: Donham, Jean, author. | Sims, Chelsea, author.
Title: Enhancing teaching and learning : a leadership guide for school librarians / Jean Donham, Chelsea Sims.
Description: Fourth edition. | Chicago : ALA Neal-Schuman, [2020] | Includes bibliographical references and index. | Summary: "Grounded in evidence-based practice, this text serves as a guide for design and development of the school library program, including management, teaching, and leadership"—Provided by publisher.
Identifiers: LCCN 2019051460 (print) | LCCN 2019051461 (ebook) | ISBN 9780838947173 (paperback) | ISBN 9780838947197 (pdf) | ISBN 9780838947203 (kindle edition) | ISBN 9780838947227 (epub)
Subjects: LCSH: School libraries—United States. | Instructional materials centers—United States.
Classification: LCC Z675.S3 D65 2020 (print) | LCC Z675.S3 (ebook) | DDC 027.80973—dc23
LC record available at https://lccn.loc.gov/2019051460
LC ebook record available at https://lccn.loc.gov/2019051461

Cover design by Kim Thornton. Images © Adobe Stock.
Text design and composition by Karen Sheets de Gracia in the Cardea and Acumin Pro typefaces.

♾ This paper meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).

Printed in the United States of America
24 23 22 21 20 5 4 3 2 1

alastore.ala.org

Contents

List of Figures *xi*

Preface *xiii*

Acknowledgments *xv*

PART I The Context

1 Students *3*

Conditions of American Youth *4*
Students' Need for Access *6*
The iGen *7*
Media Influence *8*
Motivation for Learning *10*
Conclusion *14*
Leadership Strategies *14*
Scenarios for Discussion *16*
References *16*

2 Curriculum *21*

Constructivism *21*
Disciplinary National Curriculum Standards *23*
MTSS *27*
The School Librarian's Expertise *28*
Conclusion *30*
Leadership Strategies *30*
Scenarios for Discussion *31*
References *32*

3 The Principal *33*

Standards for School Administrators *33*
Principal as Leader and Manager *38*

alastore.ala.org

Librarian Characteristics Sought by Principals *39*
Evidence-Based Decision-Making *40*
A Principal's Workday *45*
Impact of the Principal on the School Library Program *45*
Conclusion *46*
Leadership Strategies *46*
Scenarios for Discussion *47*
References *48*

4 The School District *49*

Funding *49*
Personnel *53*
Curriculum *55*
Technology *56*
Board-Approved Policies *57*
Advocacy *58*
Conclusion *58*
Leadership Strategies *58*
Scenarios for Discussion *59*
References *60*

5 The Community *61*

The Value of Community Involvement *61*
Family Involvement *62*
Public Library Connections *64*
Outreach to the Community *67*
Volunteers from the Community *69*
Conclusion *70*
Leadership Strategies *70*
Scenarios for Discussion *71*
References *71*

PART II The School Library Program

6 Collaboration *75*

The School Librarian as Collaborator *75*
Collaboration with Specialists *80*

alastore.ala.org

Formal and Informal Collaboration *81*
Benefits of Collaboration *82*
Conclusion *83*
Leadership Strategies *83*
Scenarios for Discussion *84*
References *85*

7 Access for Learning and Teaching *87*

Student Access *88*
Students with Disabilities *90*
Circulation Policies *90*
Scheduling for Instruction *92*
Conclusion *98*
Leadership Strategies *98*
Scenarios for Discussion *99*
References *99*

8 Collection *101*

Purchased Resources *101*
Selection of Subscribed Resources *109*
Curation of Free Resources *110*
Assessing the Collection *110*
Collection Maintenance *112*
Equipment *114*
Conclusion *116*
Leadership Strategies *116*
Scenarios for Discussion *117*
References *117*

9 Literacy *119*

The Purposes of Reading *120*
The Library Program and Reading Instruction *121*
Reading in the Library Curriculum *124*
Nurturing Readers *129*
Conclusion *135*
Leadership Strategies *136*
Scenarios for Discussion *136*
References *137*

alastore.ala.org

10 The Virtual Library *141*

The Library Website: Content *141*
The Library Website: Design *146*
Social Media *147*
Accessibility *149*
Integrating the Virtual and Physical Libraries *149*
Evaluating the Virtual Library *150*
Conclusion *151*
Leadership Strategies *151*
Scenarios for Discussion *152*
References *152*

11 Technology Leadership *155*

Technology Planning *155*
The School Librarian's Roles in Technology Leadership *158*
Conclusion *170*
Leadership Strategies *170*
Scenarios for Discussion *171*
References *171*

12 Inquiry-Based Learning *175*

Inquiry *175*
Inquiry Skills and Knowledge *176*
Inquiry Process Models *176*
Deep Learning *181*
Managing Found Information *185*
Presenting Results *185*
Dispositions for Inquiry *186*
Responsibilities in the Inquiry Process *187*
Using Information Technology as a Tool for Inquiry *187*
Authenticity in Inquiry *188*
Inquiry and College Readiness *190*
Media Literacy *194*
Conclusion *195*
Leadership Strategies *196*
Scenarios for Discussion *196*
References *197*

alastore.ala.org

13 Assessment of Student Learning *199*

Assessment Defined *199*
Formative and Summative Assessment *201*
Self-Assessment *202*
Assessment Tools *204*
Conclusion *210*
Leadership Strategies *211*
Scenarios for Discussion *211*
References *212*

14 Library Program Evaluation *213*

Purpose of Evaluation *213*
Continuous Improvement *213*
Conclusion *226*
Leadership Strategies *226*
Scenarios for Discussion *227*
References *227*

15 Leadership *229*

Attributes of Leaders *229*
Principle-Centered Leadership *230*
Influence, or "Leading from the Middle" *230*
Strategic Leadership *233*
Evidence-Based Practice *235*
Advocacy *237*
Professional Leadership Responsibilities *237*
Conclusion *240*
Leadership Strategies *240*
Scenarios for Discussion *241*
References *242*

About the Authors *243*

Index *245*

alastore.ala.org

Preface

This book updates previous editions, but its overall purpose—to help school library professionals make a difference in the educational experience and academic attainment of students in their schools—remains unchanged. Leadership requires a delicate balance between being simultaneously proactive and responsive. On the one hand, the library professional has an agenda for leading inquiry-based learning, advocating for reading, supporting professional principles of intellectual freedom and equity of access, and facilitating effective uses of information technologies. Advancement of this agenda demands leadership. On the other hand, that agenda can be fully accomplished only when it is integrated into the school culture and curriculum, and such integration requires collaboration between the library professional, school administrators, and the teaching staff. The result of the interaction between the library program and the other components of the students' school experience is a synergy in which the effect is greater than the sum of the parts. These interactions serve to increase its impact on students. However, when the parts work in isolation, the potential for their effectiveness is diminished.

Rapid change calls for informed leadership. In this book, we aim to encourage school library professionals to engage in evidence-based practice. Sometimes, the evidence will call into question directions that may be trendy or popular but lack the evidence to support their implementation. Sharing evidence and encouraging careful consideration to make informed decisions requires strong leadership. In this text, we aim to provide evidence to help school librarians lead in sound directions. Research is, of course, iterative, and as more evidence emerges, new perspectives may be revealed; for sound leadership it is important to raise the question, "What does the evidence indicate?"

All professions are inclined to see their specialty as the center of the enterprise. In medicine, the primary care physician sees his role as central to patient care, whereas the surgeon sees herself taking the lead in case decisions. In education, a school administrator is often perceived as the pivotal instructional leader of the school. Language arts and reading teachers are often seen as the lynchpin of student success because reading and writing are foundational. The school librarian likes to perceive her program as central to education because it relates to all curricular areas and all grade levels in the school and therefore influences the school administration and the community. Yet it is important for school librarians to consider respectfully the expertise of classroom teachers, the position of school administrators, and the beliefs and values of the community at large. Striking the balance between collaboration and leadership is a key to successful implementation of an effective library program. My hope is that this book helps its readers find the appropriate balance. Finding this middle ground means that the library program is at once affected by and affects its surroundings.

One can find a variety of implementations of the fundamental principles of effective school librarianship. No two schools have identical library programs, yet each can be effective in meeting local needs. Certainly, the school library profession has nonnegotiable elements: an inquiry curriculum; teachers and school librarians who collaborate; an adequate

alastore.ala.org

collection of resources to meet the needs of students and teachers; facilities that accommodate a variety of simultaneous activities; and students' access to resources at their point of need. The school librarian must advocate for all of these. Yet the implementation in any given school must be adapted to suit the local school culture: what works in a multiage, continuous-progress setting may not fit a more traditional school. Where to draw the line of acceptability is the key decision for library professionals.

This edition is revised to reflect changes—professional, theoretical, legal, and political—in the library field and in education. As you read, you will encounter the role of standards; the influence of the media, including the web; the educational needs of the iGen (those born between 1995 and 2012); changing reading habits; and so on. At the end of each chapter, Scenarios for Discussion provide opportunities to apply the ideas presented to practical challenges and situations that call for leadership.

This book is divided into two parts. Part I, "The Context," addresses the components of the school environment—the students, the content-area curricula, the principal, the school district, the local community, and the library's virtual environment.

Part II, "The School Library Program," provides specific tactics for establishing the library program as an active player in teaching and learning. This section examines strategies for collaborating with teachers; management practices, policies, and approaches to maximize students' access to physical and virtual resources; the important contributions of the library to literacy efforts; the unique characteristics of inquiry-based learning; the school librarian's responsibilities for leadership in technology planning and implementation; student assessments; strategies for continuous improvement of the library program; and finally, the importance of leadership. The overarching message of this book is that school librarians must overcome the lack of high expectations for them and their program through a proactive stance that is called *leadership*.

alastore.ala.org

PART I

The Context

alastore.ala.org

Students

THIS CHAPTER

- describes conditions of youth attending American schools and how school library programs can improve equity of opportunity;
- discusses the ever-growing demands for meeting the needs of exceptional students;
- describes the nature of motivation and its effect on learning;
- examines the importance of today's students becoming lifelong learners and the role of the library program to support them; and
- identifies leadership strategies for working with students.

Students mirror the diversity of our culture and are unique individuals. Denise is ambitious and hard-working, hopes to become an engineer, and is eager to please her teachers. Jana is popular and chatty and wants to be liked. Kate is angry, outspoken, and sometimes hostile. Michael is on the quiet side, shy, tense, and anxious. John is bright, inquisitive, and success-oriented. And so it goes, with each student as individual as his or her name.

A chapter about students is an appropriate beginning for a book about the school library program. Although the library has many constituencies—teachers, parents, and the community at large—its primary goal is to help students become effective users of information. To accomplish that goal, the library program must be sensitive to young people's cognitive and affective needs.

The relationship between adults and youth can be fragile. Power and authority, levels of self-confidence, and implied and explicit expectations complicate the relationship. An adult's unintended cue can direct a less-than-confident student away from the library. Young people's assumptions about authority figures or their desire for independence can prevent them from seeking help. Many students see the school librarian as different from the teacher—perhaps less threatening. However, some may find the librarian more intimidating because they shared relatively few interactions. Each interaction between the librarian and a student determines whether that student will want to return to the library. An adage in customer service says that dissatisfied customers often will not express their complaints—they will just never return. Effective customer relationships require

alastore.ala.org

understanding and appreciating the nature as well as the needs and wants of the customer. This chapter focuses on the most important library program customers—students.

Students entering school libraries seek help and resources for a variety of reasons, and each student brings a different level of confidence. They hope to find what they need and have access to friendly, knowledgeable, and sincere help. The library staff is in a unique position for building special relationships with students. Teachers set expectations for student performance, and school librarians help students meet those expectations. Those students who feel disenfranchised from the school culture may benefit particularly from the special nature of that relationship. The librarian has a unique opportunity to facilitate learning.

CONDITIONS OF AMERICAN YOUTH

The conditions of young people in the United States vary dramatically. In each school, considering students' economic and family conditions is a first step toward being responsive to their needs. Often such data on economic and family conditions of students are available at the state department of education's website. It is also helpful to understand the conditions of the nation's young people; this knowledge helps educators appreciate the condition of local youth.

Poverty and Race

In 2016, 19 percent of American children were living in families with incomes below the federal poverty level of $24,339 per year for a family of four, according to the National Center for Children in Poverty (Koball and Jiang 2018). In school year 2016–2017, the four-year graduation rate for public high school students was 85 percent, the highest it has been since it was first measured, but rates varied significantly by race. Asian/Pacific Islander students had the highest rate (91 percent), followed by White (89 percent), Hispanic (80 percent), Black (78 percent), and American Indian/Alaska Native (72 percent) students (NCES 2019b). The relationship between socioeconomic status (SES) and student achievement is well documented. Researchers have found that low SES negatively affects student achievement. For example, children's initial reading competence is correlated with their home literacy environment, including the number of books owned (Bergen et al. 2017). Children from low-SES families are less likely to experience activities that encourage the development of foundational reading skills, such as phonological awareness and language development (Buckingham, Wheldall, and Beaman-Wheldall 2013). As a measure of post-high school success, the National Center for Education Statistics (NCES) tracks students' completion of four-year college degrees within six years of graduation. The findings show a clear difference in six-year college completion rate between students from low-income/high-minority schools (25 percent) and a rate of 50 percent completion for those from affluent/low minority schools (National Student Clearinghouse Research Center 2018). These data reveal that significant poverty and racial factors align with differences in degrees of success among students.

Research also indicates a relationship between student academic success and quality of library staffing, access, and resources (Lance and Kachel 2018). Yet, Pribesh, Gavigan, and Dickinson (2011), in a study of access in school libraries in two states comparing

alastore.ala.org

staffing, annual book purchases, and hours of operation in low-poverty and high-poverty schools, found by these measures significantly less access in high-poverty schools—the very schools where students are likely to have higher needs for access and assistance. When children come from homes less likely to have learning resources or high-speed internet access, the school library should be an opportunity for them to compensate. However, school librarians must advocate for these children. Certainly, librarians cannot solve these problems alone. Social policy decisions related to housing, school districting, and busing create inequities. Nevertheless, school librarians who are aware of the needs of students in their own schools can seek opportunities to provide access to learning resources and can advocate for them at the local level. Step One is to know their students and their needs.

Language

NCES data for 2016 revealed that 9.6 percent of students were classified as English Language Learners (NCES 2019c). Census data for 2017 show that 27 percent of children under age eighteen in the United States are immigrant children (including first- and second-generation), and that more than half of them are Hispanic (Child Trends 2018a). Children newly arriving in the United States do not all face the same issues. Some face language barriers, some face poverty, and others are affected emotionally or psychologically by their life experiences. For a large proportion of them, English language acquisition is an immediate challenge. Their potential to acquire English language skills depends on a variety of factors, such as age, length of time in this country, socioeconomic status, parental education, and residence location (Rong and Preissle 1998). Some of these students arrive having been firsthand witnesses to the horrors of war and other inhumanities. The learning challenges for these children are intensified by the emotional complications their experiences may have created. Some have left family behind and may no longer have an adequate social network to support them. These added emotional and social circumstances hinder their attempts to learn. The school librarian may be in a particularly strong position to offer consolation and support to these students. Adams (2010) suggests that school libraries can assist newly arrived children in a variety of ways, including providing resources in native languages, learning to welcome students in their native languages, and reaching out to students through ELL classes and teachers.

Exceptional Learners

NCES data for 2017–2018 indicated that 14 percent of public school students received services from federally funded special education programs (NCES 2019a). Under the landmark Individuals with Disabilities Education Act (IDEA) Amendments of 1997, differently abled students are entitled to participation and progress within the general education curriculum (Yell and Shriner 1997). Physical access for all students is an important consideration in the library, and implementation of Universal Design principles is key to such access. Examples of specific physical accommodations include adequate space between shelving ranges to accommodate wheelchairs or provision of assistive access software such as Bookshare (www.bookshare.org) or speech synthesizers like the ChromeVox Extension. Librarians can consult with specialists to identify and execute physical accommodations and ensure that all students have physical access to the library and its resources.

alastore.ala.org

Another group of exceptional learners deserving special consideration in the library are those students identified as gifted and talented. The 2015 Every Student Succeeds Act renews support for gifted education, requiring schools to identify and serve gifted and talented students. Importantly, engaging gifted students in inquiry-based learning experiences fits the learning needs and interests of these students. For example, Goodhew (2009) asserts the importance of gifted students learning to cope with uncertainty—an indicator of authentic inquiry. It is inaccurate to assume that just because these students are gifted, they already know how and where to search for authoritative information; how to evaluate it critically for bias, scope, purpose, and accuracy; or how to persist with difficult questions. Repinc and Južnič (2013) report on an inquiry-based learning experience for gifted students where emphasis was placed on students monitoring their own performance, becoming more self-reliant learners, and coping with problems that may lack a clear solution. These are highly important abilities to develop in gifted learners. The library program can have an impact by advocating for authentic inquiry experiences for these students.

STUDENTS' NEED FOR ACCESS

The varied situations of students call for responsiveness to ensure adequate access to the library and its resources. For example, the gap between parents' work schedules and their children's school schedules can amount to as much as twenty to twenty-five hours per week. The AfterSchool Alliance (2014) reports that one in five school-age children is unsupervised from 3 to 6 p.m. (www.afterschoolalliance.org). Likewise, the needs of secondary school students call for careful policy-making for both school hours and after-school hours. In 2017, 20 percent of high school students were working outside of school hours (Child Trends 2018c). Open access to the library either before or during the school day may be the only opportunity for these students because their jobs may fill their after-school hours. After-school time is also heavily booked for students involved in extracurricular activities such as music, drama, and athletics. In fact, data from 2017 indicate that at least half of secondary school students are involved in school sports (Child Trends 2018b). All this means that high school librarians must assess the needs of their students and then propose hours of access that meet them.

Access to the library can help alleviate concerns about equity among students in terms of computer use. Although a 2017 report from The Joan Ganz Cooney Center at Sesame Workshop reports that 90 percent of households have internet access, the report emphasizes that in low-income families that access is primarily mobile access, often with limited data plans and often interrupted by failure to make bill payments (Rideout and Katz 2016). The surge in 1:1 digital device deployment in schools is alleviating inequity of access to hardware; the challenge of equitable high-speed internet access remains (Anderson and Kumar 2019). Still, access to the internet is not the only concern. Celano and Neuman (2008) reported seeing young children in low-income neighborhood libraries floundering in their attempts to use technology:

> Left to their own devices, children from lower-income families will not use information sources in the same way as their middle class peers. Children in middle class neighborhoods are exposed to more print in books, use more educational applications on computers and get more support from adults. Low-income children, often left on their own, read less and spend more time playing games, activities that limit their knowledge growth. (262)

alastore.ala.org

Such an assertion suggests that children in poverty need access not only to the resources but also to adults who can provide the guidance they may not receive in their families to take advantage of the resources provided. In an information-based environment, both access and skill in using technology for information-gathering and communication are essential. School libraries have the potential to bridge the digital divide by providing access to books and other resources, as well as high-speed access to online information. Chapter 7 addresses important considerations for providing equitable and adequate access to the school library and its resources.

THE iGEN

The students populating schools today are members of a generation born between 1997 and 2012 that has been dubbed Generation Z or the iGeneration (Dimoch 2019). While caution should be exercised when generalizing about generations of students, some generational attributes may be worthy of consideration in designing the school library program. This is a generation born as the graphical interface of the web arrived on computer screens. This is a generation growing up in a world of technology that is always "on" and within reach. They are adept with technology and accustomed to relying on it for social and informational purposes. This is also a generation that has been affected by issues of violence (particularly mass shootings), a volatile economy, and social justice movements (e.g., the Black Lives Matter and Me Too movements, and activism for LGBQT rights). This is a generation that prefers hands-on learning opportunities in which they can immediately apply what they learn to real life (Seemiller and Grace 2017). They are also observers who like to watch others perform tasks in order to develop their own competence, which, according to findings reported by Seemiller and Grace, makes them YouTube enthusiasts.

If this characterization is accurate, the value of libraries and information literacy should not be a difficult sell. School librarians may find that this generation of students will, as they follow their passions, exhibit interest in developing lifelong learning skills that will help them succeed. It will be important to adopt positive assumptions about these students and create programming that feeds their intellectual appetites—increasingly sophisticated technologies, guest speakers, and opportunities for problem-solving and authentic inquiry come to mind as possibilities that may suit this age group.

Kruger-Ross and Holcomb (2011) remind us to be cautious about overgeneralizations concerning the technological adeptness of today's students:

> Although it may seem that students already "get it," it is also possible that this apparent technical expertise is actually just eagerness and a willingness to give the technology a try. Still others assume that because students can use the Internet, YouTube, and a cellular telephone, that they will automatically know how to properly format a Word document or cite a picture on a blog. Students must learn how to appropriately and effectively use the technology that you use in the classroom. That learning can happen as a result of direct instruction, through group work, online tutorials and resources, or through any number of other avenues. (4)

Geck (2006) asserts the similar view that this generation expects to find acceptable information available freely on the internet. She alludes to their over-reliance on Google, which may be accompanied by their inability to construct an advanced Google search. They will

alastore.ala.org

need direct instruction on how to search efficiently and effectively and to develop the critical skills of judging authority and verifying accuracy of information.

Accustomed to being engaged independently with technology, this generation seems comfortable learning independently, but this attribute suggests that educators may want to develop in them the skills to work with others (Igel and Urquhart 2012). It is essential to avoid overgeneralizing; as Kingston (2014) reminds us, "while the top third of young adults in North America may be seen as spectacular compared to previous generations—better educated, with SAT and GMAT scores at all-time highs—and [that] the middle third is likewise more capable and knowledgeable, the bottom third are dropping out of high school due to various forces: family breakdown, pernicious cultural influences" (44). The potential for a deepening digital divide between students immersed in technology and those who lack information literacy competence signals the need for watchfulness and attention.

MEDIA INFLUENCE

Unlike students before them, today's young people live in a networked world. The *Common Sense Census* (Common Sense Media 2015) documented that, outside of school and homework, tweens spend almost six hours per day and teens spend almost nine hours per day using media. Although a portion of that time is spent listening to music, interacting in social media and viewing television or videos comprise much of their activity. Much of this screen time occurs on mobile platforms; although the same study revealed that 51 percent of low-income teens and 78 percent of middle- to high-income teens own their own smart phone, a 2018 study reported that 95 percent of teens have, at a minimum, access to a smartphone (Anderson and Jiang 2018). Further, reporting on the Pew Internet and American Life Project, Lenhart (2015) states that 24 percent of adolescents describe themselves as constantly connected and 50 percent report that they feel addicted to their phones.

The effect of this omnipresent media may lead to a more informed and more connected population. For example, a European study revealed that exposure to online news positively affected voter turnout among young people (Moeller, Kuhne, and De Vreese 2018). Similarly, studies have indicated the positive effects of playing some video games; for example, they have been shown to enhance capacity for visual attention, spatial skills, problem-solving, and inductive reasoning (see, e.g., Pillay 2003; Spence and Feng 2010). Clearly, the use of digital and social media has the benefits of exposure to new ideas.

Still, there are drawbacks that affect the physical, social, psychological, and academic well-being of students today. In her literature review, Domingues-Montanari (2017) cites extensive research reporting effects of screen time on sleep quality and duration. Whether related to interruptions caused by alerts from ubiquitous devices in the bedroom or extended television viewing, loss of sleep takes its toll on learners' memory, attention, emotions, and cognition (Walker 2009). Similarly, Horowitz-Kraus and Hutton (2018) found that brain connectivity is decreased by the length of exposure to screen-based media.

Multitasking is yet another issue for this connected generation. Although young people contend that they are able to multitask, research contradicts that belief. A 2010 study found that young people were engaging in media multitasking for 29 percent of their overall media use time but were actually shifting or diverting attention from one task to another (Rideout, Foehr, and Roberts 2010). Such attention-switching makes it more

alastore.ala.org

difficult to create memories that can be accurately retrieved later. When a student's attention is distracted—for example, by texting with friends while taking notes in class—the student may not accurately encode mentally what the teacher has said. Studying seventh- and eighth-graders Anderson and Fuller (2010) found that students listening to popular music with lyrics while taking a reading-comprehension test performed significantly worse than students who were not listening to any music. McDonald (2013) observed that when smart-phone use in classrooms is permissible, students' academic performance declined. Lawson and Henderson (2015) found a 20 percent decrease in reading comprehension scores in students who were sending and receiving text messages in class. Simply stated, working memory is a limited resource. Distraction, particularly from digital devices, poses substantial interference for learning, and consequently policies at school and guidance at home should take that important fact into account.

Media affects young people also through inappropriate role-modeling. Kalof (1999) reports on media depictions of the perfect male and female bodies in television as well as music videos. These images create unrealistic expectations and feelings of inadequacy among young people. In a similar way, media frequently generate misunderstandings about sexuality. In a 2005 analysis of sexual messages and content of ten major television channels, a report from the Kaiser Family Foundation revealed that seven out of every ten television shows contained sexual content, and one out of every nine included sexual intercourse (Kunkel et al. 2005). Strasburger (2005) concluded in his study that sex is often portrayed as having no consequences. Among students reporting high television viewing, Barr et al. (2014) reported that a higher percentage of middle school students who were frequent television users reported greater sexual activity than those watching less than three hours of television per day. Further, online predators gain access to young people through social networking and online games. Cases of child trafficking and sexual abuse have increased in the anonymous cyber world (Reid-Chassiokas et al. 2016). Young people must learn how to select their entertainment wisely and how to protect their privacy online.

Violence in media has been a subject of study for decades. Although no single risk factor causes a person to act aggressively, each factor increases the likelihood of violent or aggressive actions (Anderson et al. 2015). In a summary of research on media violence, they report that many studies reveal that playing violent video games or watching violence on screen reduces the brain's response to negative or violent stimuli. In other words, such experiences can have a desensitizing effect. Likewise, Fraser et al. (2012) found that exposure to media violence, including violent video games, can lower empathic concern for others. In fact, Boxer et al. (2009) found that even low-aggressive individuals are affected by media violence. Anderson and colleagues (2010, 151) conclude that "exposure to violent video games is a causal risk factor for increased aggressive behavior, aggressive cognition, and aggressive affect and for decreased empathy and prosocial behavior." Yet, Rideout, Foehr, and Roberts (2010) found that only 30 percent of parents of eight- to eighteen-year-olds set rules about the video games their children were playing. The potential impact of this activity raises concern about students as they participate in their learning and living communities.

The ubiquity of media intensifies its effects on youth and raises the stakes for school librarians to use available evidence to take advantage of the best that media has to offer and to engage with other educators and parents to minimize its potential for negative effects. Steps may include integrating media literacy into the library's instructional program to raise students' awareness of the power of media for good and ill (see, e.g.,

alastore.ala.org

Common Sense Media at https://www.commonsense.org/); providing research evidence to colleagues to expand their knowledge of issues related to learning and media; advocating for media-use policies supported by research evidence; sharing information with parents about media's impact and proposing guidelines for home use (see, e.g., guidance from the American Academy of Pediatrics at https://www.aap.org). Many factors have significant influence on students' disposition toward school and learning. These factors intensify the need for educators to focus attention on motivating students to want to be learners.

MOTIVATION FOR LEARNING

Motivation Theory

A classic work in motivation is Maslow's (1971) hierarchy of needs. He theorizes that human needs fall into a hierarchy and that the higher needs arise only after lower needs have been met. At the lowest level are physical and organizational needs, the basic needs for security and survival. Above these basic needs are social needs, the need for esteem and for a sense of belonging. As social needs are met, intellectual needs such as the need for knowledge and understanding emerge. Above these are the aesthetic needs met by the appreciation for life's order, beauty, and balance. At the top of Maslow's hierarchy is self-actualization. He describes the self-actualized person as one motivated by needs to be open, to love others and self, to act ethically, and to express autonomy and curiosity.

Students need approval, affiliation, and achievement. Some students are approval-dependent; they conform because they need the assurance from others that their performance is at an acceptable standard. Other students have less need for approval and are motivated by their own needs for achievement or affiliation. A corollary to the achievement need is the need to avoid failure. Motive will affect the risks one is willing to take; for example, often students who are driven by a fear of failure will be less willing to try new strategies or tasks. Similarly, students high in the need for affiliation perform in ways that they perceive to be respected by their peers.

Individuals who generally attribute their successes and failures to their own behavior are said to have an internal locus of control, whereas those who tend to attribute their success and failure to luck, task difficulty, or the actions of others are said to have an external locus of control. Self-concept as a learner also appears to affect a student's achievement motivation. The student with an internal locus of control for success and a positive self-concept as a learner ("I can succeed because I have the ability and I can exert the effort") has a better chance for high achievement than the student with an external locus of control ("I can't succeed because the teacher doesn't like me").

Extending beyond the concept of locus of control, self-determination theory contends that need for competence (to be effective), autonomy (to have choice and personal control), and relatedness (to feel connected) are essential to psychological growth and well-being (Tillery et al. 2013). These aspects provide a valuable set of directives for the school library program: to develop students' competence, to provide opportunity to pursue questions of personal interest, and to create an environment that affords students a feeling of belonging.

Another theoretical construct of motivation for learning is mindset. Duckworth (2007) describes two perspectives: a fixed mindset and a growth mindset. The fixed mindset assumes that intelligence and ability are static or inborn; either one can or one cannot

alastore.ala.org

achieve academically. The growth mindset assumes that ability is not fixed, and that one can learn, but that learning may require what Duckworth labels *grit,* or persistence. The growth mindset is undermined when students are told they are smart or complimented for their effort, but it is implied that they need not persist and push forward toward higher achievement. A growth mindset calls for the learner to take feedback and apply it to improve performance, rather than to conclude that "This work is as good as I can do." Librarians whose students grow frustrated in information seeking and in information work should provide them with constructive suggestions and strategies to help them to advance their work and encouragement to persist.

Motivation Strategies

A substantial body of research exists related to intrinsic and extrinsic motivation. Intrinsic motivation refers to the perception that one engages in an activity because it is rewarding or gratifying. Extrinsic motivation, on the other hand, is the perception that one engages in an activity for some external reward (e.g., students read a set number of books to win a special prize, such as a pizza). The research literature is replete with studies that conclude that extrinsic rewards are often ineffective, and in fact can be detrimental in the long run. In a classic experiment, Lepper, Greene, and Nisbett (1973) observed three- to five-year-old preschool children coloring with felt-tip markers. The researchers observed that the children enjoyed playing with the markers. Next, they asked the children to draw with the markers. The researchers promised some children a "Good Player Award" for drawing pictures. Other children drew pictures without the promise of a reward. Two weeks later, the researchers returned and observed the children's inclination to draw with the markers. Those children who had been promised a reward spent only half as much time drawing as they had originally. Those who did not receive rewards showed no decline in interest. Many studies follow this pattern with similar outcomes—ultimately, a decline in motivation to do the task is associated with external rewards.

The literature identifies three types of reward contingencies (Dickinson 1989). Task-contingent rewards recognize participation; in the preschool coloring activity, for example, the children were rewarded just for participating in the task. Performance-contingent rewards are provided only when the student completes a task. In studies, rewarded students were less inclined to perform the task later than were the students who had not been paid (Deci 1971). Every parent who has paid a son or daughter for sidewalk shoveling knows how likely it is that they will shovel sidewalks voluntarily in the future. Success-contingent rewards are given for good performance. Dickinson (1989) maintains that extrinsic rewards can be effective when they are contingent upon successful performance and when the standard for success is attainable. Chance (1992) offers some suggestions for judicious use of rewards, and urges that educators remain aware that extrinsic rewards can have adverse effects on student motivation:

- When possible, avoid using rewards as incentives. For example, don't say, "If you do X, I'll give you Y." Instead, ask the student to perform a task and then provide the reward for having completed it.
- Remember that what is an effective reward for one student may not work for another. Effective rewards are things that students seek—positive feedback, praise, approval, recognition; they relate to the needs of each student.

alastore.ala.org

- Reward success and set standards so that success is within the student's reach. To accommodate differences among students, reward improvement or progress.

DeCharms (1968) designed a program to change motivation in children from external to internal with favorable results in their achievement. The students learned their own strengths and weaknesses, chose realistic goals, and assessed their own progress toward their goals. The program stressed personal responsibility. DeCharms reported that children in the study improved in both their achievement motivation and their actual achievement. In a follow-up study, DeCharms (1970) found that the improvements had persisted and indicated that the participants showed evidence of being likely to graduate from high school.

Educators want students to believe that they have some internal control over their own prospects for success. What teachers and other school staff say and do influences the attribution patterns that students develop, and ultimately influences their achievement (Bal-Tar, Raviv, and Bal-Tar 1982). One important aspect of DeCharms's work was the effort to help students assess their own strengths; within the body of research on intrinsic and extrinsic motivation, many studies emphasize the difference that self-concept makes in motivation. Children with a high self-concept tend to attribute their success to their own ability and are less dependent on extrinsic motivation—they are self-rewarding (Ames 1978).

Osborne and Jones (2011) have investigated the ways in which students identify—or fail to identify—with academics and how their identification pattern relates to their motivation. He suggests that as a student experiences disappointment in performance in a domain such as academics or sports, that student will withdraw from identifying with that domain and lose motivation to apply effort in that arena. They recommend specific steps to maintain identity with academics and hence increase motivation to persist and exert effort:

> (1) empowering students in the academic domains, (2) demonstrating the usefulness of academic domains, (3) supporting students' success in academics, (4) triggering and supporting students' interests in academics, and (5) fostering a sense of caring and belongingness in academic domains. (Osborne and Jones 2011, 143)

Librarians can consider these actions and relate them to the experiences of students in the library.

Kohn (1993) has studied motivation extensively. He found that internalization of motivation is crucial to developing enduring habits and behaviors. To that end, he declares that extrinsic reward and punishment systems are counterproductive. In an interview, he states:

> In general, the more kids are induced to do something for a reward, whether tangible or verbal, the more you see a diminution of interest the next time they do it. That can be explained partly by the fact that praise, like other rewards, is ultimately an instrument of control, but also by the fact that if I praise or reward a student for doing something, the message the child infers is, "This must be something I wouldn't want to do; otherwise, they wouldn't have to bribe me to do it." (Brandt 1995, 15)

Kohn recommends, instead, three ways to motivate students. First, he suggests that the work must interest students. He poses the question, "Has the child been given

alastore.ala.org

something to do worth learning?" His second recommendation has to do with the school community. Do students feel they are in a safe environment in which they are comfortable asking for help? Finally, he raises the issue of choice. He urges teachers to give students opportunities to choose what they will do, how, and with whom. Many other studies have shown the effect of intrinsic versus extrinsic reward systems (see, e.g., Corpus and Wormington, 2014).

Curiosity

Libraries should stimulate, nourish, and satisfy students' curiosities if they aim to develop behaviors of lifelong learning. For how can self-activated learning—learning that will occur beyond school—occur without the curiosity to initiate it? Carter (1999) recalls the curiosity that young children bring to school as kindergarteners. She challenges educators to reflect on these questions:

> Do I teach children to read so that they can test well? Or do I teach them to read so that they can have direct lines to the thoughts, hopes, and dreams of thousands of writers? Do I teach children to write so that they can have a nice piece of writing in their portfolios for next year's teacher? Or, do I teach them to write in order to help them sprout wings and access new avenues for self-expression? Question the reasons why you teach the things you teach. (61)

According to Reio (2009), cognitive curiosity stimulates new information seeking and exploratory behavior. This finding suggests that a key to engaging children with information-seeking in the library is to raise curiosity. One way to pique curiosity is to suggest topics for research that relate to students' personal lives. Giving students choices about what they will investigate also supports curiosity. The need for self-expression calls for students to have a variety of media available for projects and activities in response to assignments. Developing multimedia, designing print publications, or producing dramatic productions are examples of ways to build creativity into students' work that will increase motivation that appeals to their desire to be original. Another strategy to respond to the need for creativity is to expand the audience for student work—use local cable television to show student work to the local community, use the web as a publication forum, or identify interest groups or other classes within the school as audiences for student work.

In her study of intrinsic motivation in children, Crow (2009) identified factors that can support intrinsic motivation:

- **Anchor relationship:** Relationships with adults who show interest and provide support for information seeking. Such relationships can be with parents, teachers, or librarians. (Crow reminds us of authors who recall that it was a librarian who excited them about reading and exploring for information.)
- **Mentoring:** Connecting children with experts or other people interested in the same questions.
- **Point-of-passion experiences:** Seminal events that trigger a genuine focused interest.

Her work offers suggestions for school librarians to consider how they might manufacture opportunities for such experiences or relationships to create intrinsic interest.

alastore.ala.org

Engagement

Debrowski and Marshall (2018) describe engaged students as being attentive to their tasks, putting forth positive effort, persisting through challenges, and advancing their ideas and understandings with a sense of intention. In their review of literature on engagement related to inquiry-based learning, Buchanan et al. (2016) emphasize features of inquiry-based learning that support student engagement. Their analysis of factors affecting motivation and engagement are mirrored in work by Kathleen Cushman, author of *The Motivation Equation* and *Fires in the Mind*, among many other titles. Along with educator Barbara Cervone, Cushman authors a website entitled What Kids Can Do (www.whatkidscando.org) that offers stories in the voices of learners about engaged learning. Cushman (2014) proposed eight conditions that increase the likelihood that student will be engaged in their learning. These conditions align well with characteristics of inquiry-based learning and library principles. Figure 1.1 lists the conditions Cushman identifies as necessary for students to be engaged—and thus motivated—learners. Aligned with each condition is a description of its intersection with the school library program.

Given the research on motivation, nurturing curiosity so that students seek information and ideas from self-generated interests and questions is at the heart of the work of school librarians. Today's environment, characterized by intense accountability, challenges educators to adhere to the basic understanding that learning for life begins with intrinsic interest and motivation to find out something, to solve a problem, or to make a decision. As librarians work with teachers to design library research projects and activities, creating a sense of purposefulness and wonder may result in a more intrinsically motivated student—and as a consequence, perhaps a more engaged and more successful student.

CONCLUSION

While collaboration with teachers, communication with parents, and support from administrators are all important for the library program, student learning is the bottom line. The fundamental principles of librarianship call for librarians to be advocates for the right of learners to have access to information resources and to attain skills to be efficient and effective users of those resources. Attention to all kinds of learners is a hallmark of a school library program. School libraries have a role to play in leveling the playing field and improving equity of opportunity for all students. Ultimately, school libraries can be places for information quests that nurture dispositions of curiosity and encourage self-directed inquiry and learning.

LEADERSHIP STRATEGIES

Teacher and Partner

- Enlist at-risk students with the aptitude for technology to be student aides.
- Partner with neighborhood centers to provide online—or physical—access to school library resources.
- Support teachers who engage their students in creative work—promote the centers as learning commons.

alastore.ala.org

FIGURE 1.1 Student engagement

CONDITION	SCHOOL LIBRARY CONNECTION
Students feel safe and respected.	The school library offers an environment that is welcoming and open-minded.
Students have choice within assignment parameters to do work that matters.	The school librarian collaborates with teachers to design inquiry-based projects that afford opportunities to investigate questions of interest to the student and relevant to the "real world."
Students participate in active learning experiences that present them with key concepts in a learning domain.	The school librarian collaborates with teachers to design inquiry experiences that involve questions of why? why not? how? and what if? more than what? when? where?
Students participate in learning experiences that challenge them.	The school librarian collaborates with teachers to design inquiry experiences that go beyond fact-finding to require analysis and synthesis.
Students identify a coach who provides support and encouragement.	The school librarian guides students by asking questions and making recommendations as students work on inquiry tasks.
Students are expected to apply and share what they learn.	School librarians cooperate with teachers to design activities that give students an authentic audience for their work (e.g., peers, younger schoolmates, or community outlets).
Students reflect on their work.	School librarians work with teachers to design reflective activities that ask students to look back on their work and their inquiry processes to self-assess.
Students look ahead to their next steps.	School librarians encourage capstone projects, portfolios, or other culminating experiences that encourage students to situate their learning as steps toward their future.

Information Specialist

- Provide materials at various levels of difficulty to meet assignment demands, especially in core courses.
- Share research evidence that supports inquiry-based learning as a strategy for student engagement.
- Provide leisure reading, especially magazines, on topics of high interest—if necessary, seek local business funding to support subscriptions.
- Provide access to digital resources or use LibGuides (www.springshare.com/libguides) for topics that match local students' interests. This will help students to begin to explore how to locate and evaluate information about topics of personal interest.
- Invite a public librarian to introduce ELL students to public library services and facilitate their obtaining library cards.

alastore.ala.org

- Market resources at various levels and in languages appropriate to the student population to teachers so that students with special learning needs can access information with less frustration.

Program Administrator

- Emphasize the importance of relevance as a motivational consideration for instruction in the library. Encourage teachers and administrators to schedule instruction accordingly.
- Cooperate with agencies such as neighborhood centers to seek funding for online access to school and public library resources.
- Offer space to community groups that provide after-school tutoring.
- Advocate for and offer open hours in the library before and after school. This schedule may require adjusting work hours or seeking after-school volunteers.

SCENARIOS FOR DISCUSSION

Scenario 1

Some students who attend an elementary school are living at a neighborhood shelter until their families find housing. The shelter is crowded, and little space is allocated for families. It proves difficult for many students to take care of their books or return them on time. Books frequently are lost. Often students' families leave without notice, taking their books with them. Many overwhelming family issues present obstacles. The librarian wants to support students in developing an interest in reading, and he wants to help them develop responsibility for taking materials home, returning materials on time, and returning materials before moving. He is also committed to the value of helping them develop basic literacy skills through daily reading at home. He wants these children to have opportunities equal to those of the more privileged children in the school. How can he accomplish these goals?

Scenario 2

Jane is the school librarian in an elementary school where a behavior management system has been adopted so that students receive tickets when they are "caught behaving properly." The principal encourages Jane to use tickets to reward students for being quiet in the library. Jane has two thoughts about this:

1. She is trying to create a learning-commons environment in the library where students work collaboratively and wants to hear that productive buzz of activity that says minds are at work. Therefore, she is not seeking a "quiet" library.
2. She would rather have students experience the reward of seeing the outcome of their productive work than receiving tickets for their good work.

What does she do? What does she say?

REFERENCES

Adams, H. 2010. "Welcoming America's Newest Immigrants: Providing Access to Resources and Services for English Language Learners." *School Library Monthly* 27 (1): 50–51.

AfterSchool Alliance. 2014. *America After 3 PM. After School Programs in Demand*. http://www.afterschoolalliance.org.

alastore.ala.org

Ames, C. 1978. "Children's Achievement Attributions and Self-Reinforcement: Effects of Self-Concept and Competitive Reward Structure." *Journal of Educational Psychology* 70 (3): 345–55.

Anderson, C. A., A. Shibuya, N. Ihori, E. L. Swing, B. J. Bushman, A. Sakamoto, H. R. Rothstein, and M. Saleem. 2010. "Violent Video Game Effects on Aggression, Empathy, and Prosocial Behavior in Eastern and Western Countries: A Meta-Analytic Review." *Psychological Bulletin* 136 (2): 151–73.

Anderson, C. A., B. J. Bushman, E. Donnerstein, T. A. Hummer, and W. Warburton. 2015. "SPSSI Research Summary on Media Violence." *Analyses of Social Issues and Public Policy* 15 (1): 4–19.

Anderson, M., and J. Jiang. 2018. *Teens, Social Media and Technology 2018*. Pew Research Center. https://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/.

Anderson, M., and M. Kumar. 2019. *Digital Divide Persists Even as Lower-Income Americans Make Gains in Tech Adoption*. Pew Research Center. https://www.pewresearch.org/fact-tank/2019/05/07/digital-divide-persists-even-as-lower-income-americans-make-gains-in-tech-adoption/#more-289221.

Anderson, S. A., and G. B. Fuller. 2010. "Effect of Music on Reading Comprehension of Junior High School Students." *School Psychology Quarterly* 25 (3): 178–87.

Bal-Tar, D., A. Raviv, and Y. Bal-Tar. 1982. "Consistency of Pupils' Attributions Regarding Success and Failure." *Journal of Educational Psychology* 74 (1): 104–10.

Barr, E. M., M. J. Moore, T. Johnson, J. Merten, and W. P. Stewart. 2014. "The Relationship between Screen Time and Sexual Behaviors among Middle School Students." *Health Educator* 46 (1): 6–13.

Boxer, P., L. R. Huesmann, B. J. Bushman, M. O'Brien, and D. Moceri. 2009. "The Role of Violent Media Preference in Cumulative Developmental Risk for Violence and General Aggression." *Journal of Youth and Adolescence* 38, no. 3 (March): 417–28.

Bergen, E. J., T. van Zuijen, D. Bishop, and P. F. deJong. 2017. "Why Are Home Literacy and Children's Reading Skill Associated? What Do Parental Skills Reveal?" *Reading Research Quarterly* 52 (1): 147–60.

Brandt, R. 1995. "Punished by Rewards? A Conversation with Alfie Kohn." *Educational Leadership* 5 (1): 13–16.

Buchanan, S., M. A. Harlan, C. Bruce, and S. Edwards. 2016. "Inquiry Based Learning Models, Information Literacy, and Student Engagement: A Literature Review." *School Libraries Worldwide* 22 (2): 23–39.

Buckingham, J., K. Wheldall, and R. Beaman-Wheldall. 2013. "Why Poor Children Are More Likely to Become Poor Readers: The School Years." *Australian Journal of Education* 57: 190–213.

Carter, Paula. 1999. "Their Sense of Wonder Still Intact." *Teaching Pre K–8* 30 (1): 60–61.

Celano, D., and S. Neuman. 2008. "When Schools Close." *Phi Delta Kappan* 90 (4): 256–62.

Chance, P. 1992. "The Rewards of Learning." *Phi Delta Kappan* 73 (3): 200–7.

Child Trends. 2018a. "Immigrant Children." *Child Trends Data Bank*. https://www.childtrends.org/indicators/immigrant-children.

_____. 2018b. "Participation in School Athletics." *Child Trends Data Bank*. https://www.childtrends.org/indicators/participation-in-school-athletics.

_____. 2018c. "Youth Employment." *Child Trends Data Bank*. https://www.childtrends.org/indicators/youth-employment.

Common Sense Media 2015. *The Common Sense Census: Media Use by Teens and Tweens*. https://www.commonsensemedia.org/research/the-common-sense-census-media-use-by-tweens-and-teens.

Corpus, J. H., and S. V. Wormington. 2014. "Profiles of Intrinsic and Extrinsic Motivations in Elementary School: A Longitudinal Analysis. Journal of Experimental Education." *Journal of Experimental Education* 82 (4): 480–501.

Crow, S. R. 2009. "Relationships That Foster Intrinsic Motivation for Information Seeking." *School Libraries Worldwide* 15 (2): 91–112.

Cushman, K. 2014. "Conditions for Motivated Learning." *Phi Delta Kappan* 95 (8): 18–22.

Debrowski, J., and T. J. Marshall. 2018. *Motivation and Engagement in Student Assignments: The Role of Choice and Relevancy. Equity in Motion*. Washington, DC: Education Trust. https://edtrust.org/resource/motivation-and-engagement-in-student-assignments/.

alastore.ala.org

DeCharms, R. 1968. *Personal Causation: The Internal Effective Determinants of Behavior.* New York: Academic Press.

_____. 1970. *Motivation Changes in Low-Income Black Children.* Paper presented to the American Educational Research Association. Minneapolis, MN.

Deci, E. 1971. "Effects of Externally Mediated Rewards on Intrinsic Motivation." *Journal of Personality and Social Psychology* 18 (1): 105–15.

Dickinson, A. 1989. "The Detrimental Effects of Extrinsic Reinforcement on 'Intrinsic Motivation.'" *Behavior Analyst* 12 (1): 1–15.

Dimoch, M. 2019. *Defining Generations: Where Millennials End and Generation Z Begins*. Pew Research. https://www.pewresearch.org/fact-tank/2019/01/17/where-millennials-end-and-generation-z-begins/.

Domingues-Montanari, S. 2017. "Clinical and Psychological Effects of Excessive Screen Time on Children." *Journal of Paediatrics and Child Health* 53 (4): 333–38.

Duckworth, A. 2007. "Grit: Perseverance and Passion for Long-Term Goals. *Journal of Personality and Social Psychology* 92 (6), 1087–01.

Fraser, A. M., L. M. Padilla-Walker, S. M. Coyne, L. J. Nelson, and L.A. Stockdale. 2012. "Associations between Violent Video Gaming, Empathic Concern, and Prosocial Behavior toward Strangers, Friends, and Family Members." *Journal of Youth Adolescence* 41 (5): 636–49.

Geck, C. 2006. "The Generation Z Connection: Teaching Information Literacy to the Newest Net Generation." *Teacher Librarian* 33 (5): 19–23.

Goodhew, G. 2009. *Meeting the Needs of Gifted and Talented Students.* New York, NY: Network Continuum.

Horowitz-Kraus, T., and J. S. Hutton. 2018. "Brain Connectivity in Children Is Increased by the Time They Spend Reading Books and Decreased by the Length of Exposure to Screen-Based Media." *Acta Paediatrica* 107: 685–93.

Igel, C., and V. Urquhart. 2012. "Generation Z, Meet Cooperative Learning." *Middle School Journal* 43 (4): 16–21.

Kalof, L. 1999. "The Effects of Gender and Music Video Imagery on Sexual Attitudes." *Journal of Social Psychology* 139 (3): 378–85.

Kingston, A. 2014. "Get Ready for Generation Z." *Maclean's* 127 (28), 42–45.

Koball, H., and Y. Jiang. 2018. *Basic Facts about Low-Income Children*. National Center for Children in Poverty. www.nccp.org.

Kohn, A. 1993. *Punished by Rewards.* Boston: Houghton Mifflin.

Kruger-Ross, M., and L. B. Holcomb. 2011. "Toward a Set of Theoretical Best Practices for Web 2.0 and Web-Based Technologies." *Meridian: A Kindergarten through High School Information and Communication Technologies Journal* 13 (2): 1–10.

Kunkel, D., K. Eyal, Finnerty, E. Biely, and E. Donnerstein. 2005. *Sex-on-TV-4 2005: A Kaiser Family Foundation Report*. Menlo Park, CA: Kaiser Family Foundation.

Lance, K. C., and D. E. Kachel. 2018. "Why School Librarians Matter: What Years of Research Tell Us." *Phi Delta Kappan* 99 (7): 15–20.

Lawson, D., and B. B. Henderson. 2015. "The Costs of Texting in the Classroom." *College Teaching* 63 (3): 119–24.

Lenhart, A. 2015. *Teens, Social Media and Technology.* Washington, DC: Pew Internet and American Life Project. https://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/.

Lepper, M. R., D. Greene, and R. E. Nisbett. 1973. "Undermining Children's Intrinsic Interest: A Test of the 'Overjustification' Hypothesis." *Journal of Personality and Social Psychology* 28 (1): 129–37.

McDonald, S. 2013. "The Effects and Predictor Value of In-Class Texting Behavior on Final Course Grades." *College Student Journal* 47 (1): 34–40.

Maslow, A. H. 1971. *The Farther Reaches of Human Nature.* New York: Viking Press.

alastore.ala.org

Moeller, J., R. Kuhne, and C. De Vreese. 2018. "Mobilizing Youth in the 21st Century: How Digital Media Use Fosters Civic Duty, Information Efficacy, and Political Participation." *Journal of Broadcasting and Electronic Media* 62 (3): 445-60.

National Center for Education Statistics. 2019a. "Children and Youth with Disabilities." *The Condition of Education.* https://nces.ed.gov/programs/coe/indicator_cgg.asp.

_____. 2019b. "Public High School Graduation Rates." *The Condition of Education.* National Center for Education Statistics. https://nces.ed.gov/programs/coe/indicator_coi.asp.

_____. 2019c. "English Language Learners in Public Schools." *The Condition of Education.* National Center for Education Statistics. https://nces.ed.gov/programs/coe/indicator_cgf.asp.

National Student Clearinghouse Research Center. 2018. *High School Benchmarks—2011.* https://nscresearchcenter.org/hsbenchmarks2018/.

Osborne, J. W., and B. D. Jones. 2011. "Identification with Academics and Motivation to Achieve in School: How the Structure of the Self Influences Academic Outcomes." *Educational Psychology Review* 23 (1): 131–58.

Pillay, H. 2003. "An Investigation of Cognitive Processes Engaged in by Recreational Computer Game Players." *Journal of Research on Technology in Education* 34 (3): 336–5.

Pribesh, S., K. Gavigan, and G. Dickinson. 2011. "The Access Gap: Poverty and Characteristics of School Library Media Centers." *Library Quarterly* 81 (2): 143–60.

Reid-Chassiakos, Y., J. Radesky, D. Christakis, M. A. Moreno, and C. Cross. 2016. "Children and Adolescents and Digital Media." *Pediatrics* 138 (5): e1–e18.

Reio, T. G. Jr. 2009. "Where Does the Curiosity Go?" *New Horizons in Adult Education and Human Resource Development* 23 (2): 3–5.

Repinc, U., and P. Južnič. 2013. "Guided Inquiry Projects: Enrichment for Gifted Pupils. *School Libraries Worldwide* 19 (1): 114–27.

Rideout, V., and V. Katz. 2016. *Opportunity for All? Technology and Learning in Lower-Income Families. A Report of the Families and Media Project*. New York: The Joan Ganz Cooney Center at Sesame Workshop. https://www.joanganzcooneycenter.org/wp-content/uploads/2016/01/jgcc_opportunityforall.pdf.

Rideout, V. J., U. G. Foehr, and D. F. Roberts. 2010. *Generation M2: Media in the Lives of 8- to 18-Year-Olds.* Menlo Park, CA: Kaiser Family Foundation.

Rong, X. L., and J. Preissle. 1998. *Educating Immigrant Students: What We Need to Know to Meet the Challenges.* Thousand Oaks, CA: Corwin.

Seemiller, C., and M. Grace. 2017. "Generation Z: Educating and Engaging the Next Generation of Students." *About Campus* 22 (3): 21–26.

Spence, I., and J. Feng. 2010. "Video Games and Spatial Cognition." *Review of General Psychology* 14 (2): 92–104.

Strasburger, V. C. 2005. "Adolescents, Sex, and the Media: Ooooo, Baby, Baby—A Q & A. "*Adolescent Medicine Clinics* 16 (2): 269–88.

Tillery, A. D., K. Varjas, A. T. Roach, G. P. Kuperminc, and J. Meyers. 2013. "The Importance of Adult Connections in Adolescents' Sense of School Belonging: Implications for Schools and Practitioners." *Journal of School Violence* 12 (2): 134–55.

Walker, Matthew P. 2009. "The Role of Sleep in Cognition and Emotion." *Annals of the New York Academy of Sciences* 1156 (March): 168–97.

Yell, M., and J. Shriner. 1997. "The IDEA Amendments of 1997: Implications for Special and General Education Teachers, Administrators, and Teacher Trainers." *Focus on Exceptional Children* 30 (1): 1–19.

alastore.ala.org

Index

A

AASL
See American Association of School Librarians
ABCD (authority, bias, coverage, and date) criteria, 193
Abowitz, K. K., 67
academic performance, 44–45
academics, 12
Accelerated Reader (AR) program, 134
Acceptable Use Policies (AUPs), 167–168
access
advocacy for student access to technology, 162
to books, 129
circulation policies, 90–92
flexible access to library, 93
to free resources, 110
leadership strategies for, 98–99
physical access for all students, 5
rubric for program evaluation, 221
scheduling for instruction, 92–98
to school library, 4–5, 87–88
student access, 88–90
students' need for library access, 6–7
for students with disabilities, 90
"Access to Digital Information, Services, and Networks" (American Library Association), 167–168
accessibility
of technology for all students, 162
of virtual library, 149
achievement, 10
ACRL (Association of College and Research Libraries), 192–194
ACRL Framework for Information Literacy (ACRL), 192–194
action plan, 223–224, 225
action research, 235–236
Adams, H., 5
Adams, H. R., 88, 91
adequacy, 218
administrative tasks, 38
administrator, 29
See also principal; program administrator
adults, 3–4
advisory committees, 63–64
advocacy
for collaboration, 77
by school librarian, 58
school librarian as technology advocate, 159–163
affiliation, 10
AfterSchool Alliance, 6
age, 105, 107
AIW (authentic intellectual work), 21–22
Akcaoglu, M., 160
ALA
See American Library Association
Alexander, K., 134
Alexander, P. A., 126
Alfonzo, P., 148
aliteracy, 119, 120
Alliance for Excellent Education, 40
Allington, R. L., 134
Allred, J. B., 80–81
alt text, 149
Amazon Echo, 165
Amazon users, 108
American Academy of Pediatrics, 10
American Association of School Librarians (AASL)
alignment of standards for principals/school library programs, 35–37
criteria for library program evaluation, 214
National School Library Standards for Learners, School Librarians, and School Libraries, 33, 34
position statement on leveling, 122, 123
Standards Framework for School Libraries, 75
on technology skills, 165
American International School of Bucharest, 238
American Library Association (ALA)
Code of Ethics of the American Library Association, 230, 231
on confidentiality of library records, 57
on RUPs, 167–168
Selection and Reconsideration Toolkit of, 108
on selection criteria, 102–103

alastore.ala.org

American youth, 4–6
Americans with Disabilities Act, 90, 149
Americans with Disabilities Act Amendments of 2008, 90
Ames, C., 12
anchor relationships, 13
anchoring bias, 195
Anderson, C. A., 9
Anderson, M.
  on access to technology, 162
  on Internet access, 6
  on smartphone use by teens, 147
  on time teens spend on smartphone, 8
Anderson, S. A., 9
Antrim, P., 27
Applegate, A. J., 124
Applegate, M. J., 124
applications, 220
approval, 10
AR (Accelerated Reader) program, 134
AR (augmented reality), 150
Aragón-Mednizabal, E., 167
assessment
  of collection, 110–111
  definition of, 199
  in Kuhlthau's information process model, 179
  performance appraisal, 54–55
  rubric for program evaluation, 217
  of student learning, 236
  of virtual library, 150–151
assessment of student learning
  conclusion about, 210–211
  formative/summative assessment, 201–202
  leadership strategies for, 211
  purposes of, 199–201
  self-assessment, 203–204
  tools for, 204–210
Association of American Publishers, 102
Association of College and Research Libraries (ACRL), 192–194
Audible.com, 128
audiobooks, 102, 128
augmented reality (AR), 150
AUPs (Acceptable Use Policies), 167–168
authentic intellectual work (AIW), 21–22
authenticity
  in inquiry-based learning, 188–190
  rubric for program evaluation, 216
authority, 232
authors, 150
availability heuristic, 195
Azadbakht, E., 146
Azinger, Al, xv

B

background knowledge, 176
Bal-Tar, D., 12
Bal-Tar, Y., 12
Barack, L., 109
Barker, Kelsey, 146
Barnes, E., 62–63
Barr, E. M., 9
Basham, J. D., 27
Batsche, G., 27
Battle of the Books program, 131
Beaman-Wheldall, R., 4
behavior
  cognitive biases of human behavior, 194–195
  leadership behaviors, 231–232
  norms of behavior for collaboration, 77
benchmarking, 215
Benne, K. D., 80
Bennis, W., 229–230
Bergen, E. J., 4
Bergeson, K., 126
Berkowitz, R. E., 178
Bessman-Taylor, J., 91
best practices, for benchmarking, 215
bias, 194–195
Blaik-Hourani, R., 22
Blair, C. B., 166
Blair, J., 146
block scheduling, 98
Blue, E. V., 90
board-approved policies, 57–58
book discussion groups, 131–132
Booklist, 108
books
  AASL position statement on labeling books with reading level, 123
  budget for school library and, 50
  circulation policies for access to, 90–92
Bookshare, 5
Boon, Belinda, 112
Boston Public Library, 87
Boston Public Library: A Centennial History (Whitehill), 87
Boxer, P., 9
Branch, J., 64–65
brand, 146
Brandt, R., 12
Brandts, L. R., 132

alastore.ala.org

Branyon, A., 89
Bravender, P., 193
Brescia, W. F., 80–81
Bridges, M., 146
Brimmer, K. M., 134
Brinson, Sabrina A., 124
broadband, 163
Broadband Data Improvement Act of 2008, 165
Brønnick, K., 126
Brooks, J. G., 23
Brooks, M. G., 23
Bryant, M., 42
Buchanan, S., 14
Buckingham, J., 4
budget
  building-level budget, 51
  for collection development, 107
  district-level funding, 51–53
  for equipment, 115
  proposal for elementary school library media center, 52
  rubric for program evaluation, 219
  school district funding for school library, 49–50
  for technology, 156–157
building-level budget, 51
Bundy, A., 64
Burke, J., 189
Burns, E., 237
Bus, A. G., 62
business, 222
businesses, local, 67–68
Bussell, Evelyn R., 131
Bynum, Y., 163

C

Cahill, M., 128
Camburn, E., 38, 45
Cannella, G. S., 22
Canva, 188
CAPS (Mackin), 113
Carmichael, D. L., 22
Carter, B., 121
Carter, Paula, 13
Caspari, A. K., 178
CBAM (concerns-based adoption model), 164
Celano, D., 6
censorship, 105
Cervone, Barbara, 14
challenges
  due process in, 105
  reconsideration request form, 106
  request for reconsideration, 104–105
  in selection policy for physical resources, 103
  steps of complaint, 107
Chance, P., 11–12
change
  district-level curriculum decisions and, 55
  rubric for program evaluation, 223
character, 230
checklist, formative assessment, 201, 202
Chenowith, K., 134
Child Trends, 5, 6
children
  exceptional learners, 5–6
  language skills of, 5
  poverty/race and, 4–5
  readers, nurturing, 129–135
  reading, attitudes towards, 119–120
  reading levels and, 121–122
  See also students
Children's International Digital Library, 128
Children's Internet Protection Act (CIPA), 167
choice, 129–130
Chow, A. S., 146
ChromeVox Extension, 5
Chu, S., 176
Church, A., 40, 144
Cialdini, R. B., 231–232
CIPA (Children's Internet Protection Act), 167
Cipielewski, J. F., 134
circulation
  library system circulation policies, 170
  policies, 90–92
  principle-centered leadership and, 230
citation, 188
clarifier, 80, 82
climate, 222
clustering illusion, 195
coach, 163–164
coaching, 29–30
Code Academy, 166
Code of Ethics of the American Library Association (American Library Association), 230, 231
Code.org, 166
coding, 166
Coggle (application), 188
Cohen, S., 66
Coiro, J., 126–127
collaboration
  assessment as, 199
  benefits of, 82–83
  collaborative planning, 94
  formal/informal, 81

alastore.ala.org

collaboration *(cont.)*
group task roles, 79–80
for instructional planning, 42
leadership strategies for, 83–84
with local businesses, 67–68
participatory culture, 75–77
planning guide for teacher-librarian collaboration, 78
rubric for program evaluation, 218, 220–221
between school librarian/principal, 40
with school librarians, 28–29
school librarian-teacher collaboration, models of, 77, 79
school-public library collaborations, 64–65
with specialists, 80–81
support staff enables, 95
teacher portal on library website and, 144
technology for, 188
collection
assessment of, 110–111
circulation policies for, 90–92
conclusion about, 116
definition of, 101
equipment in, 114–115
free resources, curation of, 110
in Kuhlthau's information process model, 179
leadership strategies for, 116–117
maintenance of, 112–114
purchased resources, 101–109
reconsideration request form, 106
request for reconsideration, 104–105
rubric for program evaluation, 218–219
subscribed resources, selection of, 109–110
collection development
presentation to family about, 62
principle-centered leadership for, 230
collection maintenance
of curated free resources, 114
of purchased materials, 112–113
of subscribed resources, 113–114
collection mapping, 111
college
graduation rates, poverty/race and, 4
readiness, inquiry-based learning and, 190–194
College, Career, and Civic Life: C3 Framework for Social Studies State Standards (National Council for the Social Studies), 25
Commander, P., 146
committee
for challenged materials, 103
challenged materials, steps of complaint, 107
request for reconsideration, 104–105
Common Core Curriculum Standards
complex text in, 122
connections to school library program, 23–25
goal of, 23
standardized tests for, 210
Common Core State Standards for English Language Arts/Literacy (National Education Association), 122
Common Sense Census (Common Sense Media), 8
Common Sense Education, 195
Common Sense Media
on media's influence on young people, 10
resources on digital citizenship, 165
on teens' use of media, 8
communication
advocacy for library program, 237
newsletters for, 63
rubric for program evaluation, 222
technology tools for, 188
community
conclusion about, 70
family involvement, 62–64
leadership strategies for, 70–71
outreach to, 67–69
public library connections, 64–66
value of community involvement, 61–62
volunteers from, 69
community talent bank, 68
comprehension strategies, 124–125
compromiser, 80
computational thinking, 166
Computer Science Teachers Association (CSTA), 166
computer use, 6
concept mapping, 188
concept-based inquiry
attributes of, 181–182
overview of, 182–183
conceptual learning, 216
conceptual lens
deeper questions with, 182–183
students applying for study, 181
conceptual skill, 230
concerns-based adoption model (CBAM), 164
conferencing
inquiry process model, 178
video/digital conferencing tools, 150
confidentiality
of library records, board-approved policies for, 57
library system circulation policies for, 170
confirmation bias, 195

alastore.ala.org

consequence concerns, 164
consistency, 55, 232
Consortium for School Networking, 162, 168
constructivism, 21–23
content, of library website, 141–146
continuous improvement model
  description of, 213–214
  diagram of, 214
  measuring program's current status, 214–215, 223
Coon, D. R., 203
cooperation, 79
coordination, 79
coordinator, 158–159
copyright
  ethical use of technology, 168–170
  guidelines for copyright compliance on library website, 143
  policy related to, 57–58
  resources on library website, 144
  responsibilities in inquiry process, 187
  tools on library website, 142
cost
  of digital/print materials, 101–102
  of technology, 161
Costa, A., 203
Creative Commons, 169
Cregar, E., 134
CREW: A Weeding Manual for Modern Libraries (Boon), 112
criteria for selection, 102–103
critical reading skills, 125
critical stance, 187
Crow, S. R., 13
CSTA (Computer Science Teachers Association), 166
Cunningham, A. E., 124
curated free resources, 114
curiosity
  as disposition for inquiry, 186
  in readers, 132
  in Stripling's inquiry process model, 180–181
  of students, 13
currency, 218
curriculum
  constructivism, 21–23
  curricular agenda of library program, 92
  curriculum matrix chart, 94
  definition of, 21
  district-level curriculum decisions, 55–56
  flexible scheduling and, 93
  inquiry skills in library program curriculum, 176, 177
  for inquiry-based learning, 175
  integrated, for school-librarian teacher collaboration, 79
  leadership strategies, 30–31
  for media literacy, 195
  national curriculum standards, 23–27
  purchasing priority and, 109
  reading in library curriculum, 124–128
  rubric for program evaluation, 216
  school district and, 55–56
  school librarian's expertise for, 28–30
  support, 218
curriculum mapping, 28, 110–111
Cushman, Kathleen, 14

D

Dahlgren, A., 183
Daly, U., 110
data
  for action research, 236
  for advocacy, 237
  for library program evaluation, 224–226
Davies, B., 233, 234, 235
Davies, B. J., 233, 234, 235
Dawkins, A. M., 109
De Groot, J., 64–65
De Vreese, C., 8
Debrowski, J., 14
DeCharms, R., 12
Deci, E., 11
decision-making
  board-approved policies for, 57–58
  district-level, school library and, 58
  evidence-based, 40–45
  judgment of school librarians, 230
deep learning
  concept-based inquiry, 181–183
  deep questions, 183–185
  with online reading, 127–128
  shifts to conceptual lenses, 184
  technology's support of, 161
deep understanding, 188–189
Deer Creek Elementary School, Cedar Park, TX, 233
Delgado, P., 126
Demetriadis, S. N., 132
deselection, 112
design, of library website, 146–147
Despines, J., 88
Devaney, E., 147
Dewey category table, 113

alastore.ala.org

Diana, T. J., 235, 236
Dickinson, A., 11
Dickinson, G., 4
Diggs, V., 89–90
digital divide, 7, 8
digital materials
  curation of free resources, 110
  of library, promotion of, 150
  reading digitally, in library curriculum, 125–128
  in school library collection, 101–102
  See also electronic materials
Dimoch, M., 7
direct measures, 224
disabilities, students with, 90
disciplinary content standards, 21
disciplinary national curriculum standards
  Common Core Curriculum Standards, 23–25
  MTSS, 27
  National Council for the Social Studies, 25–26
  National Science Teachers Association standards, 26–27
discussion
  See scenarios for discussion
dispositions
  for inquiry-based learning, 186–187
  of students for inquiry, 175
district-level funding, 51–53
diversity
  audit, 111
  collection development and, 108, 109
  rubric for program evaluation, 218
Dixon, C. N., 132
Dobrich, W., 62
Domingues-Montanari, S., 8
Donham, J.
  acknowledgments, xv
  on assessment, purposes of, 199
  on circulation policies, 91
  on constructivism, 23
  on context for learning, 92
  on information process model, 178
  on learning commons, 89
  on post-high school expectations, 190–192
Donham van Deusen, J.
  on flexible scheduling, 93, 94, 95
  on Iowa City's Community Reading Project, 130
  on mixed scheduling, 96
  on school-librarian teacher collaboration, 79
Downes, K., 91
Downey, C. J., 42
dream books, 122
Duckworth, A., 10
due process, 105
Dyrli, O., 168
Dzaldov, B., 121

E

e-books, 102, 125–128
Eck, J., 53
Eckhardt, S. A., 235
Education Week-Research, 238
Edwards, P., 126
efferent reader, 120
Eisenberg, M. B., 178
electronic materials
  ethical use of, 168–170
  reading digitally, in library curriculum, 125–128
  responsible use of, 167–168
  in school library collection, 101–102
  See also digital materials
Elementary and Secondary Education Act, 239
elementary school, 92–97
ELLs (English Language Learners), 5, 62
Ellsworth, R. A., 119–120
encapsulation, 178
engagement
  constructivism and, 23
  leadership strategies for student engagement, 14–16
  rubric for program evaluation, 223
  of students, 14
English Language Learners (ELLs), 5, 62
Enis, M., 146
Entwistle, D., 134
Epper, R. M., 215
equipment
  in collection, 114–115
  inventory of, 159
equity, 55, 221
Erickson, H., 182–183
ESSA
  See Every Student Succeeds Act
ethics
  ethical use of information, policy on, 57–58
  ethical use of technology, 168–170
  library system circulation policies, 170
evaluation, 199
  See also assessment; library program evaluation
Everhart, N., 44
Evernote, 188
Every Student Succeeds Act (ESSA)
  IES requirement of, 162

alastore.ala.org

professional associations and, 239
support for gifted/talented students, 6
EveryoneOn, 163
evidence, 186
evidence-based decision-making, 40–45
evidence-based practice
evidence for, 238
for informed leadership, xiii
overview of, 235–236
exit tickets, 201
expectations, 190–192
exploration, 179
extended hours, 88
external locus of control, 10, 233
external relationships, 38
extrinsic motivation, 11–12
extrinsic reward programs, 132–134

F

Facebook, 148–149
fact-finding, 178
fair use
resources on library website, 144
use of copyrighted materials, 168–169
family
advisory committees, 63–64
family library/family links, 64
influence on reading, 135
library website content for, 146
newsletters, 63
presentations to parent/community groups, 62–63
A Family Apart (Nixon), 120
Family Educational Rights and Privacy Act (FERPA), 57
family library, 64
Farmer, L., 45–46
Federal Communications Commission (FCC), 162–163
feedback
growth mindset and, 11
on virtual library, 151
Feiman, S., 82
Feng, J., 8
FERPA (Family Educational Rights and Privacy Act), 57
fiction, 120, 121
finance officers, 52–53
fines, 91–92
Fiore, C., 66
Fires in the Mind (Cushman), 14
Fisher, D., 129, 131
fixed mindset, 10–11
fixed scheduling, 92
Flanigan, A. E., 167
Fleming, Laura, 165
flexible access, 89
flexible scheduling
benefits of, 93–95
description of, 92–93
FlipGrid videos, 144, 209
Fluckinger, J., 208
Foa, L., 164
focused collection development project, 107–108
Foehr, U. G., 8, 9
food, 89
formative assessment
checklist for, 202
description of, 201
purposes of assessment, 200
student achievement and, 210–211
formats, multiple, 219
formulation, 179
"40/40/40 rule," 204
found information, 185
Fox, C. J., 89
framing, 195
Frances Howell Central High School, Cottleville, MO, 232
Frank, C. R., 132
Fraser, A. M., 9
free resources
alignment with curriculum map, 111
curation of, 110
maintenance of, 114
Frey, N., 129, 131
Friebel, J., 111
friendliness, 222
Friends group, 68
Fry, E., 121
Fu, P. P., 46
Fuller, G. B., 9
funding
for school library, 49–53
from school-business partnerships, 67
future ready librarian movement, 234–235
Future Ready Librarians Framework, 214–215
Future Ready Schools initiative
evidence-based practice in, 235–236
launch of, 40
on school librarian as coach, 163

alastore.ala.org

G

Gambrell, L. B., 129, 133
Garmston, R., 77
Gavigan, K., 4
Geck, C., 7–8
gender, 108, 129–130
Generation Z
  characteristics of, 7–8
  media's influence on, 8–10
Georgia Library Media Association, 42, 54–55
Gerke, J., 149
Gespass, S., 124
Gierke, C., 98
gifted students, 5–6
Gillard, C., 42
Gilmore, S. L., 213–214
Global Read Aloud, 131, 150
goals
  in action plan for school library program, 224
  in continuous improvement model, 213–214
  for library program, setting, 223
Goodhew. G., 6
Goodin, S. M., 165
Goodreads, 108
Goodwin, B., 53
Google, Be Internet Awesome, 165
Google Calendar, 76
Google Cardboard, 150
Google Docs, 76, 201
Google Earth, 150
Google Expeditions, 150
Google search, 7–8
Google Sites, 188
Google Tour, 150
Gordon, C., 66
Gordon, C. A., 236
Grace, M., 7
Greene, D., 11
Grissom, J. A., 38
Gross, June, xv
group task roles, 79–80
growth mindset, 10–11
Guryan, J., 135

H

Hall, G. E., 164
Hamilton, B., 75–76
Hamilton, E., 160
Hansen, M., 108
Harada, V., 209
Harada, V. H., 175–176
hardware, 156–157, 220
Harmon, J., 131
Harrell, S., 163
Hartzell, G., 34, 233
Harvey, C., 64
Hendershot, J., 125
Henderson, B. B., 9
Hennig, N., 165
Hepburn, P., 147, 150
Hershey Middle School Library, Hershey, PA, 143, 145
high school
  ACRL Framework for Information Literacy, 192–194
  graduation rates, 4
  post-high school expectations, 190–192
  scheduling instruction in, 97–98
  summer reading by students, 66
Hispanic children, 5
historical fiction, 120, 121
Hobbs, K., 147
Holcomb, L. B., 7
homeless children, 88
homepage
  effectiveness of, 146–147
  example of library homepage, 148
  links/content on, 142
homework help, 66
Hopkins, D. M., 102, 103
Hord, S. M., 164
Horn Book (journal), 108
Horng, E., 38
Horowitz-Kraus, T., 8
Hour of Code, 166
hours, of school library, 88–89
Howard, J. K., 235
Huber, T., 82
Huffman, S., 131, 132
Hutton, J. S., 8

I

IES (Institute of Education Sciences), 162
IFLA (International Federation of Library Organizations), 50
Igel, C., 8
iGeneration
  characteristics of, 7–8
  media's influence on, 8–10
illiteracy, 119, 120
income, 6–7
indirect measures, 224

alastore.ala.org

Individuals with Disabilities Education Act (IDEA) Amendments of 1997, 5
influence, 230–233
information
  access to, 87
  concerns in CBAM, 164
  creation of, 193–194
  ethical use of, 57–58
  found information, managing, 185
  information has value concept, 194
  inquiry-based learning and, 175
  management, technology for, 188
  reading for, 120
information literacy
  ACRL Framework for Information Literacy, 192–194
  for insight, 188–190
  integrating into curricular learning, 92
information process model, 178–179
information specialist
  leadership strategies for access, 98–99
  leadership strategies for collaboration, 84
  leadership strategies for collection, 116
  leadership strategies for community, 70
  leadership strategies for curriculum, 30–31
  leadership strategies for inquiry-based learning, 196
  leadership strategies for leadership, 241
  leadership strategies for literacy, 136
  leadership strategies for principal, 46
  leadership strategies for school district, 59
  leadership strategies for student engagement, 15–16
  leadership strategies for technology, 170
  leadership strategies for virtual library, 151
  See also school librarian
information systems, 195
information technology, 187–188
Ingersoll, R. M., 108
initiation, 179
initiative, 58
initiator, 80
innovation, 55
inputs, 224–225
inquiry
  authenticity in, 188–190
  constructivism supports, 23
  NCSS standards on, 25–26
inquiry process models, 176–181
inquiry-based learning
  authenticity in, 188–190
  college readiness and, 190–194
  conclusion about, 195
  deep learning, 181–185
  dispositions for inquiry, 186–187
  found information, managing, 185
  information technology as tool for inquiry, 187–188
  inquiry process models, 176–181
  inquiry skills in library program curriculum, 176, 177
  leadership strategies for, 196–197
  media literacy, 194–195
  NCSS standards on, 25–26
  overview of, 175–176
  responsibilities in inquiry process, 187
  results, presentation of, 185–186
  rubric for program evaluation, 216–217
insights, 188–190
Instagram, 148
Institute of Education Sciences (IES), 162
instruction
  reading instruction in library program, 121–124
  scheduling for, 92–98
  school librarian's expertise for curriculum, 28–30
  for school-librarian teacher collaboration, 79
instructional coaches, 81
instructional support monthly data summary, 42, 43
instructional tasks, 38
integrated curriculum, 79
integrated instruction, 79, 221
integration, 216
intellectual freedom, 103, 105
internal locus of control, 10, 233
internal relationships, 38
International Federation of Library Organizations (IFLA), 50
International Reading Association, 129
International Society for Technology in Education (ISTE), 157–158, 165
Internet access
  broadband services for low-income users, 163
  curation of free resources and, 110
  students' need for, 6–7
Internet filtering, 167–168
Internet use, 62
interviews, 209
intrinsic motivation, 11, 13
invention literacy, 165
inventory
  of collection, 112
  of equipment, 115
  library's automated circulation system for, 159

alastore.ala.org

investigative disposition, 186
Iowa Association of School Librarians, 215
Iowa City's Community Reading Project, 130
Iowa School Library Program Standards, 215
iPads, 126
I-Search process, 208–209
Ishizuka, K., 108
ISTE (International Society for Technology in Education), 157–158, 165

J

Jacobs, H. H., 110
Jaeger, L., 132
Jensen, E., 92
Jensen, K., 111
Jeopardy game Factile, 160
Jiang, J., 8, 147
Jiang, Y., 4
Joan Ganz Cooney Center at Sesame Workshop, 6
jobber resources, 108
Johnson, Brian, 113
Johnson, L., 91
Johnson, L. J., 82
Johnson, M., 164
Johnston, M., 38
Johnston, M. P., 81, 163
Jones, B. D., 12
Jones, L., 146
journaling, 209
judgment, 230
Jukes, I., 157
Jurkowski, O., 141
just-right books, 122
Južnic, P., 6

K

Kachel, D. E.
  on advocacy by school librarian, 58
  on influence, 34
  measurement of library programs/achievement, 210
  on school library budget proposal, 51
  on student academic success, 4
Kaiser Family Foundation, 9
Kallick, B., 203
Kalof, L., 9
Katz, V., 6
Kaun, T., 68
Kavanaugh, J., 194–195
Kear, D. J., 119–120
Kelly, L. B., 124
Kiewra, K. A., 167
Kim, J. S., 134, 135
King, M. B., 22
Kingston, A., 8
Klare, D., 147
Klasik, D., 38
Knezevich, S., 155
knowledge base, 28–29
Koball, H., 4
Kodama, C., 90
Koehler, M. J., 160
Kohn, A., 12–13, 132–133
Kottkamp, R. B., 82
Krashen, S. D., 91, 130
Krueger, K. S.
  ABCD criteria for evaluating sources, 193
  on circulation policies, 91
  on selection of subscribed resources, 109
Kruger-Ross, M., 7
Kuhlthau, C. C., 178–179
Kuhne, R., 8
Kumar, M., 6, 162
Kunkel, D., 9
Kurtenbach, John, 238
KWL strategy, 179–180
Kymes, A., 126

L

Lance, K. C., 4, 210
Lange, B., 83
Langhorne, J., 230
Langhorne, M. J., 130
language
  curriculum matrix chart, 94
  in rubric, 205–208
  skills of students, 5
Lao-tzu, 232
Larson, K., 67
Larson, L. C., 126
Lawson, D., 9
leadership
  advocacy, 237
  attributes of leaders, 229–230
  Code of Ethics of the American Library Association, 231
  conclusion about, 240
  evidence-based practice, 235–236
  influence, 230–233
  leadership strategies for, 240–242
  of librarian/of principal, 34

alastore.ala.org

of Library Media Specialist, 240
principal as leader/manager, 38–39
principle-centered, 230
professional leadership responsibilities, 237–240
rubric for program evaluation, 223
by school librarians, xiii–xiv
strategic leadership, 233–235
of technology advocate, 160
leadership strategies
for access, 98–99
for assessment of student learning, 211
for collaboration, 83–84
for collection, 116–117
for community, 70–71
for curriculum, 30–31
for inquiry-based learning, 196–197
for leadership, 240–242
for library program evaluation, 226–227
for literacy, 136–137
for principal, 46–47
for school district, 58–59
for student engagement, 14–16
for students, 14–16
for technology leadership, 170–171
for virtual library, 151–152
learning
AIW on, 21–22
assessment of student learning, 199–211
collaboration, benefits of, 83
constructivist learning, 21–23
deep learning, 181–185
flexible scheduling and, 93
formative assessment during, 201
information literacy skills at library, 92
motivation for, 10–14
school librarian's contribution to student learning, 55
technology for, 160–161
technology planning and, 156, 157
See also inquiry-based learning
learning commons
school library as, 89–90
vision for, 232
learning management system (LMS), 144–145
legislation, 239
Lenhart, A., 8
Lepper, M. R., 11
Leveled Literacy Intervention System (LLI), 121
leveling
AASL position statement on, 123
caution about, 121–122
levels of difficulty, 218
Lewis, K. M., 147
Lewis, M. A., 29, 150
Lexile score, 121, 122
Ley, T. C., 130
LGBTQAI+ Books for Children and Teens: Providing a Window for All (Dorr & Deskins), 108
LibGuide, 76, 98
LibGuide on Copyright for Librarians (American Library Association), 169
librarian
See school librarian
library
access to, 87–88
mission of, 233
students' need for library access, 6–7
vision for, 232
See also school library
library collection
See collection
library instruction, 41–45
Library Media Specialist, 239–240
Library Privacy Guidelines for K–12 Schools (American Library Association), 57
library program
effect on student achievement, 210
reading instruction in, 121–124
relationship with students and, 3–4
library program, evaluation of
action planning/implementation, 223–224
conclusion about, 226
continuous improvement model, 213–214
data collection/analysis, 224–226
goals, setting, 223
leadership strategies for, 226–227
measurement of program's current status, 214–215, 223
purpose of, 213
as purpose of assessment, 200
rubric for program evaluation, 216–223
library records
confidentiality of, 57
library system circulation policies for, 170
library website
accessibility of, 149
content of, 141–146
design of, 146–147
evaluation of virtual library, 150–151
social media on, 147–149
licenses
of Creative Commons, 169
licensing fees, 156

alastore.ala.org

lifelong learners, 56
liking, 231
Lindskog, K., 150
links
  accessibility of, 149
  design of library website, 146–147
  in teacher portal, 144–146
Liston, D., 82
literacy
  AASL position statement on labeling books with reading level, 123
  aliteracy, 119
  children's attitudes towards reading, 119–120
  conclusion about, 135–136
  definition of, 119
  leadership strategies for, 136–137
  library program, reading instruction in, 121–124
  nurturing readers, 129–135
  programs for families, 62
  reading, purposes of, 120–121
  reading in library curriculum, 124–128
literary experience, 120
literature circles, 131
LLI (Leveled Literacy Intervention System), 121
LMS (learning management system), 144–145
local businesses, 67–68
local press, 69
Lockett, N., 208
locus of control, 10, 233
Loeb, S., 38
Loertscher, D. V.
  on free resources, 110
  Jean Donham on, xv
  on learning commons, 89
  Taxonomies of the School Library Media Program, 79, 81
loss, 91–92
Lowe, K. R.
  on collection mapping, 111
  Resource Alignment tool, 113
  weeding manual, 112
Luo, L., 167
Lupton, M., 39–40

M

Maciag, M., 50
Macrorie, K., 208
Magee, N., 83
maintenance, of collection, 112–114
makerspace
  on library website, 144
  school librarian as technology teacher, 165–166
Malcolm X Library, 148
management concerns, 164
manager
  principal as leader/manager, 38–39
  school librarian as, 159
Maness, J. M., 149
Mangen, A., 126
Maniotes, L. J., 178
marketing, 237
Marshall, T. J., 14
Marshall Memo, 238
Martin, A. F., 126
Martin, A. M., 89
Marzano, R. J., 131
Maslow, Abraham, 10
Master, B., 38
materials challenges
  due process in, 105
  reconsideration request form, 106
  request for reconsideration, 104–105
  responses to, 103
  steps of complaint, 107
materials support, 217
mathematics, 27
McClure, H., 193
McClure, J., 135
McCrann, G., 87
McDonald, S., 9
McKenna, M. C., 119–120
McKenzie, J., 157
McKool, S., 124
McTighe, J., 188–189, 204
meaning, 22
Medaille, A., 93
media, 8–10
media literacy, 194–195
meeting, 76, 77
mental model
  effect on information work, 176–178
  research as inquiry concept and, 194
  Stripling inquiry process model, 180–181
mentoring
  by school librarians, 239
  support for intrinsic motivation, 13
  of teacher by school librarian, 76
Merga, M. K., 135
metacognition
  as disposition for inquiry, 186

alastore.ala.org

encouragement of, 187
for self-assessment, 202, 203
Microsoft Education, 150
Miller, D. P., 134
Milliot, J., 119
Minarcini v. Strongsville City School District, 105
mindset, 10–11
Mishra, P., 160
mission statement
development of, 234
for library/learning commons, 233
of school, school librarian/principal and, 34
for technology in teaching/learning, 156
mixed scheduling, 95–97
MobileBeacon, 163
modeling, 187
Moeller, J., 8
Mokhtari, K., 126
Montgomery, S., 83
Montgomery County Public Schools, Maryland, 151
monthly data recording, 41–42
Montiel-Overall, P., 77, 79
Montiel-Overall model
for collaboration, 81, 83
description of, 77, 79
Moore, J., 128
Morville, P., 146–147
Moses, L., 124
Moss, B., 125
motivation
for collaboration, 76
curiosity and, 13
for learning, 10–14
reading incentive programs and, 132–133
for reading nonfiction books, 125
strategies, 11–13
student engagement and, 14
The Motivation Equation (Cushman), 14
motivation theory, 10–11
Mraz, M., 65
MTSS (multi-tiered system of support), 27
Mueller, P. A., 166–167
multitasking, 8–9
Munzer, T. G., 126
Murphy, C. A., 80–81
Murray Hill Middle School, Laurel, MD, 233
museums, 68
MUSTIE, 112
MyBib, 188
Mystery Skype, 150

N

Nardelli, E., 165
narrative methods, 208–209
National Board for Professional Teaching Standards (NBPTS), 61, 239–240
National Center for Children in Poverty, 4
National Center for Education Statistics (NCES)
on broadband initiatives, 163
on exceptional learners, 5–6
on language skills of students, 5
on poverty/race of students, 4
National Center on Response to Intervention, 27
National Council for the Social Studies (NCSS)
as resource for collection development, 108
standards, 25–26
national curriculum standards, 23–27
National Education Association (NEA), 50, 122
National Policy Board for Educational Administration, 33–34
National School Library Standards for Learners, School Librarians, and School Libraries (American Association of School Librarians)
alignment of standards for principals/school library programs, 35–37
criteria for library program evaluation, 214
school librarians guided by, 33, 34
National Science Teachers Association
as resource for collection development, 108
standards, 26–27
National Student Clearinghouse Research Center, 4
National Technology Plan, 156
navigation, 146, 147
NBPTS (National Board for Professional Teaching Standards), 61, 239–240
NCES
See National Center for Education Statistics
NCSS
See National Council for the Social Studies
NEA (National Education Association), 50, 122
needs, 10
network specialist, 159
Neuman, S., 6
New York City School Library System, 151
New York State Department of Education, 55
Newmann, F. M., 22
News Literacy Project, 195
newsletters, 63
Newton North High School, Newton, MA, 232
Nisbett, R. E., 11
No Child Left Behind Act, 239
Nolan, J. F., 82

alastore.ala.org

nonfiction, 120, 125
North Myrtle Beach High School, Little River, SC, 233
note-taking, 166–167
novels, 120, 121
Number the Stars (Lowry), 120

O

Öberg, G., 183
Obiakor, F. E., 27
OER (Open Educational Resources) movement, 110
Olsen, L., 134
"one book/one community" programs, 67–68
1:1 laptop initiatives, 162
ongoing general updates, 107–108
online reading, 125–128
online resources, 53
  See also digital materials
Open Educational Resources (OER) movement, 110
open-mindedness, 186
opinion giver, 80
Oppenheimer, D. M., 166–167
opportunism, 234
optimal means, 156
Osborne, J. W., 12
outcome measures, 225
outputs, 225
outreach
  to community, ideas about, 67–69
  to community by school library, 61–62
OverDrive, 128
overdue fines, 91
Oxley, R., 90

P

Pace, D., 90
Papert, Seymour, 166
PARCC (Partnership for Assessment of Readiness for College and Careers), 210
Parchment (Michigan) School District, 114–115
parent advisory council, 64
parents
  advocacy for library program, 237
  communication, rubric for evaluation of, 222
  confidentiality of library records and, 57
  family involvement in school library, 62–64
  on library advisory committees, 63–64
  library website content for, 146
Parrott, K., 121
participatory culture, 75–77
Partnership for Assessment of Readiness for College and Careers (PARCC), 210
partnerships
  with greater community, 61
  with local businesses, 67–68
  teacher portal on library website and, 144
  See also collaboration
Pavonetti, L. M., 134
PBIS (positive behavioral interventions and supports), 27
Pear Deck, 201
Pear Deck FlashCard Factory, 160
peer assessment, 204
people skills, 230
performance
  assessment tools, 208–210
  library program evaluation, purpose of, 213
  rubrics for assessment of, 204–208
performance evaluation
  rubric for program evaluation, 221
  of school librarians, 54–55
  of school librarians by principal, 42
Perrin, A., 119
personal concerns, 164
personnel
  performance appraisal, 54–55
  of school district, 53–54
  school district and, 53–55
  See also school librarian; staffing
Peteranetz, M. S., 167
Peterson, S., 121
Pew Research Center, 119, 147
physical access, 5
physical library, 149–150
Piaget, J., 21
Pillay, H., 8
Pitts, J. M., 176
plagiarism, 169–170
plan
  for library program evaluation, 213
  in strategic leadership, 233
planning
  guide for teacher-librarian collaboration, 78
  as online reading comprehension process, 127
  planning document for collaborative meeting, 77
  rubric for program evaluation, 219–220
  technology planning, 155–158
PLC
  See professional learning communities
Pocket, 188
podcasting, 161

alastore.ala.org

point-of-passion experiences, 13
policies
  board-approved policies, 57–58
  circulation policies, 90–92
  rubric for program evaluation, 220, 221
  school librarian as manager, 159
  school librarian as policy maker, 167–170
  selection policy for physical resources, 102–103, 105, 107
  for volunteers at school library, 69
policy maker, school librarian as, 167–170
Poole, W., 82
positive behavioral interventions and supports (PBIS), 27
poverty
  among American childNewsren, 4–5
  low-income children, library access for, 6–7
  summer reading loss and, 65
Powell, K., 21
The Power of Reading (Krashen), 91
Preissle, J., 5
preschoolers, 62–63
presentation
  of inquiry-based learning results, 185–186
  in Kuhlthau's information process model, 179
  to parent/community groups, 62–63
  software, support of deep learning, 161
Pribesh, S., 4
principal
  communication, rubric for evaluation of, 222
  conclusion about, 46
  evidence-based decision-making, 40–45
  expectations for teacher/school librarian collaboration, 94
  impact on school library program, 45–46
  as leader/manager, 38–39
  leadership strategies for, 46–47
  librarian characteristics sought by, 39–40
  materials challenges and, 107
  on school librarians as leaders, 229
  school library program and, 33
  staffing allocations by, 53–54
  standards for school administrators, 33–37
  teacher-librarian collaboration and, 76–77
  technology planning and, 56–57
  workday of, 45
principles
  Code of Ethics of the American Library Association, 231
  of influence, 231–232
  principle-centered leadership, 230
print books
  audiobooks and, 128
  parent-child interaction when reading, 126
  in school library collection, 101–102
  trends in sales of, 119
privacy, 165
problem, identification of, 236
problem-solving, 22
process models, inquiry, 176–181
productivity, 222
profession, 237
professional associations, 238–239
professional complexity, 220
professional development, 145–146
professional learning communities (PLC)
  rubric for program evaluation, 223
  for technology, 157
  technology integration in, 160
professional literature, 236
Professional Standards for Educational Leaders 2015, 35–37
program
  See library program
program administrator
  leadership strategies for access, 99
  leadership strategies for collaboration, 84
  leadership strategies for collection, 116
  leadership strategies for community, 70
  leadership strategies for curriculum, 31
  leadership strategies for inquiry-based learning, 196
  leadership strategies for leadership, 241
  leadership strategies for library program evaluation, 226–227
  leadership strategies for literacy, 136
  leadership strategies for principal, 47
  leadership strategies for school district, 59
  leadership strategies for student engagement, 16
  leadership strategies for technology, 171
  leadership strategies for virtual library, 151
program manager, 211
progress, 199
project guides, 145
promotion, 217
prompts, 209
proposal
  budget proposal for elementary school library media center, 52
  for school library budget, 51
public forum, 105

alastore.ala.org

public library
Boston Public Library, founding of, 87
communication, rubric for evaluation of, 222
connections to school library, 64–66
public relations, 237
Publishers Weekly, 119
publishing industry, 108
Puccioni, J., 62–63
Pugach, M., 82
purchased resources
collection maintenance, 112–113
print/digital materials, 101–102
purchasing priority, 109
reconsideration request form, 106
request for reconsideration, 104–105
selection policy for physical resources, 102–103, 105, 107
selection tools for, 107–109
purchasing priority, 109

Q

quality, 218
questions
with deep learning, 181, 182–183
deep questions, 183–185
of effective leaders, 235
for individual interviews, 209
inquiry, authenticity in, 188–190
in inquiry-based learning, 175–176
for self-assessment, 204
Quintero, D., 108
Quizizz, 160

R

race/ethnicity
of American children, 4–5
demographics of publishing industry, 108
RAND, 194
Rankin, V., 69
Rasinski, T., 65
rational, 155
Raviv, A., 12
Ray, M., 40
Read&Write for Google, 162
readers
access to books, 129
choice of reading material, 129–130
family influence on, 135
nurturing, 129–135
reading incentive programs, 132–135
social reading, 130–132
time to read, 130
trends in reading by Americans, 119
readers advisory, 142, 144
reading
AASL position statement on labeling books with reading level, 123
aliteracy, 119
children's attitudes towards, 119–120
Common Core standards on, 23–24
conclusion about, 135–136
leadership strategies for, 136–137
library program, reading instruction in, 121–124
MTSS and, 27
nurturing readers, 129–135
parents reading to preschoolers, 62–63
purposes of, 120–121
reading in library curriculum, 124–128
rubric for program evaluation, 217
summer reading, 65–66
text complexity, definition of, 25
reading consultants, 81
reading incentive programs
extrinsic reward programs, 132–134
summer reading, 134–135
reading levels
AASL position statement on, 123
caution about, 121–122
reciprocity, 231–232
reconsideration
age appropriateness issue, 105, 107
due process in, 105
reconsideration request form, 106
request for reconsideration, 104–105
in selection policy for physical resources, 103
steps of complaint, 107
reflection
as benefit of collaboration, 82
coaching by school librarian, 30
by effective leaders, 235
inquiry process model, 178
self-assessment by students, 202–204
Rehabilitation Act of 1973, 90
Reich, Robert, xv
Reid, C., 108
Reid-Chassiakos, Y., 9
Reiff, J. C., 22
Reio, T. G., Jr., 13
relationship, 3–4
See also collaboration
Repinc, U., 6
replacement-cycle method, 50

alastore.ala.org

reporting, 41–43
request for reconsideration
  form, completion of, 103
  form for, 106
  procedure for, 104–105
  steps of complaint, 107
research, 238
  See also inquiry-based learning
research as inquiry concept, 194
research log, 178
Resource Alignment tool (Lowe), 112
resource-based learning, 94
resources
  for collection development, 108–109
  for research, 238
  See also purchased resources; subscribed resources
response to intervention (RtI), 27
responsibility
  in inquiry process, 187
  responsible use of technology resources, 167–168
  statement of responsibility for selection, 102
Responsible Use Policies (RUPs), 167–168
results, of inquiry-based learning, 185–186
"Rethinking Acceptable Use Policies to Enable Digital Learning" (Consortium for School Networking), 168
review committees
  for curriculum decisions, 55–56
  parents on library advisory committees, 63–64
reviewers, 108–109
reviews, 108–109
rewards
  motivation strategies and, 11–13
  reading incentive programs, 132–135
Rhinelander School District (Wisconsin), 161
Rich, M. D., 194–195
Rideout, V., 6
Rideout, V. J., 8, 9
Ritchhart, R., 186
road maps, 206
Roberts, D. F., 9
Roberts, K. L., 63
Robins, J., 27
Rodgers, L., 144
Roman, S., 66
Rong, X. L., 5
Rosenberg, J., 160
Rosenblatt, L., 120
Rosenfeld, L., 146–147
Rosheim, K., 126
Rothman, A., 128
rounds, 42
RtI (response to intervention), 27
rubrics
  design of, 206–208
  function of, 204–205
  inquiry process model, 178
  for library program evaluation, 215, 216–223
  performance descriptions of, 205–206
  for program evaluation, 216–223
  as road maps, 206
  sample research paper rubric, 207
Ruefle, A. E., 91
RUPs (Responsible Use Policies), 167–168

S

SAMR model, 160
Sannwald, S., 144
Scarborough, H. S., 62
scarcity, 232
scenarios for discussion
  on access, 99
  on assessment of student learning, 211
  on collaboration, 84
  on collection, 117
  on community, 71
  on curriculum, 30–31
  on inquiry-based learning, 196–197
  on leadership, 241–242
  on library program evaluation, 227
  on literacy, 136–137
  on principal, 47
  on school district, 59
  on students, 16
  on technology leadership, 171
  on virtual library, 152
Schaub, G., 193
schedule
  elementary school scheduling alternatives, 92–96
  of principal, 45
  secondary schools, scheduling instruction in, 97–98
  for weeding of collection, 112
Schiefele, U., 120, 132
scholarship as conversation concept, 194
Scholastic Inc., 101, 109
ScholasticBookFlix, 128
Schön, D., 82
school administrators, 33–37
  See also principal

alastore.ala.org

school board, 58
school content, 236
school district
advocacy by school librarian, 58
board-approved policies, 57–58
curriculum issue, 55–56
funding issue, 49–53
leadership strategies, 58–59
personnel issue, 53–55
small districts, 56
technology issue, 56–57
school librarian
See also leadership strategies
advocacy by, 58, 237
circulation policies and, 90–92
as coach, 163–164
collaboration, benefits of, 82–83
collaboration, formal/informal, 81
collaboration with specialists, 80–81
as collaborator, 75–80
collection assessment, 110–111
collection maintenance, 112–114
Common Core standards and, 24–25
constructivism and, 21–23
as coordinator, 158–159
curriculum and, 28–30
on curriculum review committee, 56
deep learning, role in, 182
dispositions for inquiry and, 187
evidence-based decision-making by principal and, 40–45
evidence-based practice, 235–236
formative/summative assessment by, 201–202
free resources, curation of, 110
funding for school library, 49–53
iGeneration students and, 7–8
immigrant children, support for, 5
influence of, 230–233
leaders, attributes of, 229–230
leadership of, xiii–xiv
library program evaluation and, 214
library website, content for, 141–146
as manager, 159
performance appraisal, 54–55
planning guide for teacher-librarian collaboration, 78
as policy maker, 167–170
principal, impact on school library, 45–46
principal, librarian characteristics sought by, 39–40
principal, relationship with, 33
principle-centered leadership of, 230
professional leadership responsibilities, 237–240
public library connections and, 64–66
purchased resources, collection development by, 101–109
reading in library curriculum, 124–128
reading instruction by, 121–124
relationship with students, 3–4
scheduling for instruction, 92–98
school librarian-teacher collaboration, models of, 77, 79
staffing allocations, district-level, 53–54
standards and, 26, 27
standards for school administrators and, 33–37
students with disabilities, access to library, 90
subscribed resources, selection of, 109–110
as teacher, 165–167
as teacher leaders, roles of, 38–39
as technology advocate, 159–163
technology planning and, 56–57
School Librarian Evaluation System, 54–55
school librarianship, xiii–xiv
school library
access to, poverty/race and, 4–5
board-approved policies, 57–58
community involvement, value of, 61–62
district-level curriculum decisions and, 55–56
evidence-based decision-making by principal and, 40–45
family involvement in, 62–64
physical access for all students in, 5
public library connections, 64–66
reading in library curriculum, 124–128
school district funding and, 49–53
standards for school administrators and, 33–37
students' need for library access, 6–7
volunteers from community, 69
school library, access to
circulation policies, 90–92
conclusion about, 98
leadership strategies for, 98–99
scheduling for instruction, 92–98
to school library, 87–88
student access, 88–90
for students with disabilities, 90
School Library Guidelines (IFLA), 50
School Library Journal (*SLJ*)
on cost of print/digital materials, 101–102
reviews for collection updating, 108
survey on school library expenditures, 50
school library program
overview of chapters on, xiv

alastore.ala.org

principal as advocate for, 33
principal's impact on, 45–46
reading instruction in, 121–124
Schwab, R., 164
science, 26–27
Science Daily Educational Psychology Research News, 238
scientific practices, 26–27
Screencastify, 142
Screencast-O-Matic, 142
screencasts, 142
screens
reading on screen, 125–128
time teens spend on, 8
search
inquiry process models and, 177
IT as tool for inquiry, 188
searching as strategic exploration, 194
Sebastian, J., 38, 45
secondary schools, 97–98
security, 165
See What We See initiative, 109
Seemiller, C., 7
SeeSaw, 209
selection
in Kuhlthau's information process model, 179
of library resources, board-approved policies for, 57
of subscribed resources, 109–110
Selection and Reconsideration Toolkit (ALA), 108
selection policy, 102–103, 105, 107
selection tools, 107–109
self life, 114
self-assessment
directions of, 205
with I-Search process, 208–209
by students, 202–204
3-2-1 form for, 203
self-censorship, 109
self-determination theory, 10
senior citizens, 69
Senn, N., 129–130
service groups, 63
SES (socioeconomic status), 4, 65
sexuality, 9
Shannon, D.
on principal's knowledge about school library, 33
on principals' perspectives of school librarians, 40, 229
Shannon, D. M., 95
shared resources, 66
Sheats, P., 80
Shriner, J., 5
Silver, J., 165
Sims, Chelsea, xv
Singer, L. M., 126
"single-point" rubric, 208
sleep, 8
Small, R. V., 178, 180–181
Smarter Balanced, 210
smartphone
use by teens, 8, 147
use in class, academic performance and, 9
Smith, A., 134
Smore, 63
Snapchat, 148
Snelling, J., 166
Social Justice Books, 109
social media
evaluation of virtual library, 151
on library website, 147–149
social proof, 232
social reading
book discussion groups, 131–132
literature circles, 131
special events, 130–131
social relationship, 195
social studies
curriculum matrix chart, 94
NCSS standards for, 25–26
socioeconomic status (SES), 4, 65
sources, 193–194
South East Junior High School Library, Iowa City, IA, 63
Southwest Airlines, 215
special education, 64
special events, 130–131
specialists, 80–81
Spence, I., 8
Spencer, E., 66
Spiering, J., 108, 109
Spillane, J., 38, 45
Spina, C., 90, 150
Sprint, 163
SSR (sustained silent reading), 130
stability, 55
staff development
budget for technology, 157
rubric for program evaluation, 219–220
staffing
for flexible scheduling, 95
library hours for student access and, 88
performance appraisal, 54–55

alastore.ala.org

staffing *(cont.)*
personnel for school library, 53–54
See also personnel; school librarian
stakeholders, 237
standards
for certification as Library Media Specialist, 239–240
Common Core Curriculum Standards, 23–25
CSTA, 166
curriculum development centralization and, 55–56
for library program evaluation, 214–215
National Board for Professional Teaching Standards, 61
for school administrators, 33–37
for student technology competencies, 157–158
technology skills listed in, 165
Standards for Students (ISTE)
standards for technology skills/competencies, 157–158
on technology skills, 165
Standards Framework for Learners (AASL), 165
Standards Framework for School Libraries (AASL), 75
Stanovich, K. E., 124
statement of responsibility for selection, 102
Steele, M., 89
Stefl-Mabry, J., 200
Stephenson, Chris, 166
Stiggins, R. J., 209–210
Stone, J., 110
Storyline Online, 128
Strasburger, V. C., 9
strategic disposition, 186
strategic leadership, 233–235
Stripling, B.
on formative assessment, 201
inquiry process model of, 178, 180–181
Strongsville City School District, Minarcini v., 105
student evaluation, 199
student journaling, 209
student learning, 55
student performance, 161–162
students
access for students with disabilities, 90
access to school library, 88–90
achievement, poverty/race and, 4–5
advocacy for library program, 237
assessment of learning, 199–211, 236
authenticity in inquiry, 188–190
circulation policies and, 90–92
conclusion about, 14
conditions of American youth, 4–6
constructivism and, 21–23
curiosity of, 13
deep learning by, 181–185
dispositions for inquiry, 186–187
found information, managing, 185
iGen students, 7–8
inquiry, authenticity in, 188–190
inquiry process models and, 176–181
inquiry-based learning, 175–176
inquiry/college readiness, 190–194
leadership strategies for student engagement, 14–16
library access, need for, 6–7
library website content for, 142, 144
media's influence on, 8–10
motivation for learning, 10–14
presentation of results of inquiry-based learning, 185–186
public library connections of school library and, 64–66
readers, nurturing, 129–135
relationship with school librarian/library, 3–4
scheduling for instruction, 92–98
school library funding and, 50, 51
self-assessment by, 202–204
student choice in reading, 109
technology competencies, assessment of, 157–158
Subramaniam, M., 90
subscribed resources
alignment with curriculum map, 111
maintenance of, 113–114
selection of, 109–110
summarizer, 80
summative assessment
purposes of assessment, 200–201
rubrics for, 208
by teachers/school librarians, 201–202
summer reading
achievement gains with, 134–135
school library and, 65–66
support staff, 95
survey
for benchmarking library program, 215
for library program evaluation, 225–226
of school libraries, 41
sustained silent reading (SSR), 130

T

Taba, H., 181, 182
talented students, 5–6

alastore.ala.org

Tallman, J., 208–209
Tallman, J. I., 94, 96
task performance, 120
tasks, of principal, 38
Taxonomies of the School Library Media Program (Loertscher), 79, 81
TEACH (Technology, Education and Copyright Harmonization) Act, 169
teacher leaders, 38–39
Teacher Librarian (journal), 108
teachers
  advocacy for library program, 237
  assessment informs teacher, 199–200
  authenticity in inquiry and, 188–190
  building-level budget and, 51
  collaboration, benefits of, 82–83
  collaboration, group task roles for, 79–80
  deep learning and, 181–185
  flexible scheduling, benefits of, 93–95
  instructional support monthly data summary, 43–+44
  leadership strategies for access, 98–99
  leadership strategies for assessment of student learning, 211
  leadership strategies for collaboration, 83–84
  leadership strategies for collection, 116
  leadership strategies for community, 70
  leadership strategies for curriculum, 30–31
  leadership strategies for inquiry-based learning, 196
  leadership strategies for leadership, 240–241
  leadership strategies for library program evaluation, 226
  leadership strategies for literacy, 136
  leadership strategies for principal, 46
  leadership strategies for school district, 58–59
  leadership strategies for student engagement, 14–16
  leadership strategies for technology, 170
  leadership strategies for virtual library, 151
  library website content for, 142, 144–146
  mixed scheduling, 95–97
  participatory culture and, 75–77
  planning guide for teacher-librarian collaboration, 78
  readers, nurturing, 129–135
  reading instruction by, 123–124
  scheduling instruction in secondary schools, 97–98
  school librarian as coach to, 163–164
  school librarian as teacher, 165–167
  school librarian, collaboration with, 28–29
  school librarian-teacher collaboration, models of, 77, 79
  staff development, technology, 157
  student access to school library and, 88, 89
teaching
  collaboration, benefits of, 83
  library instruction, reporting to principal on, 41–45
  scheduling for instruction, 92–98
  school librarian's expertise for curriculum, 28–30
teams
  planning teams for collaboration, 76
  rubric for program evaluation, 220
technical support
  budget for technology, 157
  technical tasks of, 159
technology
  advocate, school librarian as, 159–163
  district-level planning for, 56–57
  equipment in school library collection, 114–115
  iGen students and, 7–8
  IT as tool for inquiry, 187–188
  for learning commons, 89
  on library website, 144
  responsible use of, 167–168
  rubric for program evaluation, 219–220
  for scheduling instruction, 98
  school district and, 56–57
  for teacher-librarian collaboration, 76
  technical competence of school librarians, 230
  for weeding, 113
Technology, Education and Copyright Harmonization (TEACH) Act, 169
technology leadership
  conclusion about, 170
  leadership strategies for, 170–171
  school librarian as coach, 163–164
  school librarian as coordinator, 158–159
  school librarian as manager, 159
  school librarian as policy maker, 167–170
  school librarian as teacher, 165–167
  school librarian as technology advocate, 159–163
  technology planning, 155–158
technology specialists, collaboration with, 80–81
Teen Read Week, 131
teenagers, 8–10
  See also students
television, 9
tester, 80
testing, 209–210

alastore.ala.org

text complexity, 25, 122
textbooks, 94
text-to-speech tool, 162
thematic units, 133
Thompson, G., 165
thought, reflective, 82
"three-click rule," 147
3-2-1 form, 203
tiering, 115
Tillery, A. D., 10
time
  for inquiry-based learning, 185
  to read, 130
Tinnish, D., 67
TitleWise (Follett), 113
Todd, R., 44–45, 235
token economy, 134
Tom, A. R., 82
tools, 204–210
TPACK, 160
Trettin, S., 40
Truth Decay (Kavanaugh & Rich), 194–195
TumbleBooks, 128
24/7 access, 221
Twitter, 149
Tynker, 166

U

uniqueness, 28
Universal Design for Learning (UDL), 90
Universal Design (UD), 90
updates, 107–108
Urquhart, V., 8
U.S. Department of Education, 40, 156, 235
U.S. Supreme Court, 167
use patterns, 102
user orientation, 222
users, 141–146
Utley, C. A., 27

V

vacation books, 122
value, 61–62
van Ijzendoorn, M. H., 62
Van Vooren, C., 38
vendor, of library equipment, 115
Venezky, R. L., 125
video conferencing tools, 150
video creation tools, 161
videos, 142, 144
violence, 9
Virtual Face of the Library guidelines, 151
virtual library
  access to library resources on, 87–88
  accessibility of, 149
  evaluation of, 150–151
  importance of, 141
  leadership strategies for, 151–152
  library website, content of, 141–146
  library website, design of, 146–147
  physical library, integration with, 149–150
  social media, 147–149
  virtual family library, 64
virtual reality (VR), 150
Virtual Spaces Checklist, 151
vision
  for library/learning commons, 232
  of principal/of school librarian, 34
  school librarian's vision for library program, 233–234
  for technology in teaching/learning, 156
volunteers, 69
VR (virtual reality), 150
Vygotsky, Lev, 21

W

Walgermo, B. R., 126
Walker, I., 203
Walker, Matthew P., 8
walking the walls, 42, 44
We Need Diverse Books, 108
Web Accessibility in Mind, 149
Web Content Accessibility Guidelines (Web Accessibility Initiative), 149
website
  evaluation of virtual library, 150–151
  library website, content of, 141–146
  library website, design of, 146–147
  library website, social media on, 147–149
  links on school library website to public library, 65
  virtual family library, 64
weeding, 112–113
Wellman, B., 77
Westberg, L. L., 134
Westmoreland, D. D., 89
What Kids Can Do website, 14
What Should I Read Next tool, 144
Wheldall, K., 4
WhichBook, 144
White, T. G., 134

alastore.ala.org

Whittingham, J. L., 131, 132
Wiggins, G., 188–189, 204
WIIFM strategy, 34
Willoughby, M. T., 166
Wilson Core Collections
  for focused collection development projects, 108
  for weeding of collection, 112, 113
Wine, L. D., 163
wish list, 51
wonder, 180–181
Wood, K. D., 131
workday, 45
writing, 24–25
Wylam K-8 School, Birmingham, AL, 232

Y

Yell, M., 5
Yoshina, J. M., 175–176
YouGov, 101
Young, L., 110
youth, 4–6
YouTube, 142, 148
Yuill, N., 126
Yukl, G., 46

Z

Zeichner, K., 82
Zelazo, P. D., 166
Zoom, 76

alastore.ala.org