

The background of the cover is a photograph of a library. In the foreground, four students are gathered around a table, looking at a book together. One student in a black turtleneck is pointing at the book. Behind them are several shelves filled with books of various colors. The lighting is warm and focused on the students.

THE **TEACHING LIBRARIAN**

The magazine of the Ontario School Library Association

volume 13, numbers 1-2

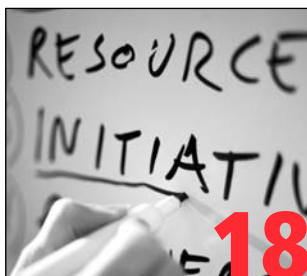
A special double issue

ISSN 1188 679X

Student Success @ your library[®]

THE TEACHING LIBRARIAN

volume 13, numbers 1-2 A special double issue ISSN 1188 679X



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Welcome to a new issue of *The Teaching Librarian*. Student success @ your library is our theme. Student Success seems to be a buzz phrase of the moment – there’s Student

Success funding for Student Success teachers to deliver Student Success programs.... Of course, student success is much more than a buzz phrase. It’s the reason teachers become teachers; it’s at the very core of what we do and why we do it.

Teacher-librarians are always thinking about ways to foster, encourage, and support student success. We’re always searching for better ways to put just the right book in a student’s hand, for the best way to teach information literacy skills, for the best approach to teachers so we can encourage them to work with us to design better research assignments, and so on.

One of the most powerful things we can do is collaborate with and offer support to each other. When I was a classroom teacher, I had department colleagues with whom I could collaborate, share resources, discuss strategies, and, sometimes, just tell stories over a cup of tea. I’ve never taught in a school with more than one teacher-librarian. Sure, there are district teacher-librarian associations, but some of our school districts are so spread out that meetings happen rarely or not at all. OSLA can serve as your department, a group of colleagues who understand your frustrations, and your excitement. Together, we are stronger. Together, we can support each other’s success. And that support will allow each of us to better support our students, and teachers, as we all work toward improving student success.

The Teaching Librarian offers you a way to collaborate with and support your colleagues. This issue is designed to help you help students succeed. You’ll read about programs you might want to offer, strategies you can use, and resources you can access, all focused on student success.

And remember – document your successes! Evidence-Based Practice is vitally important for each of us. Check out *Think you can’t? Yes you can! The Teacher-Librarian’s Toolkit for Evidence-Based Practice* at www.accessola.com/osla/toolkit/intro.html and see the article by one of its creators on page 22. Enjoy! ■

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TL mission and guidelines

THE TEACHING LIBRARIAN

is the official magazine of the Ontario School Library Association. It is published three times a year to support OSLA members in providing significant and effective library programs and services. *The Teaching Librarian* promotes library program and curriculum development that further the objectives set out for students and teachers by the province, school boards, administrators, teachers and parents. It fosters effective partnering with teachers and administrators, and provides a forum where teacher-librarians can share experience and expertise.

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THE TEACHING LIBRARIAN SCHEDULE

V. 13, no. 3 Issue cancelled. Subscriptions will be extended.
V. 14, no. 1 "Across the Curriculum @ your library", June 9 deadline
V. 14, no. 2 "Change and Renewal @ your library", October 6 deadline
V. 14, no. 3 "Media @ your library", February 16 deadline

THE TEACHING LIBRARIAN ARTICLE GUIDELINES

Articles of 1000-1300 words in length are welcome. Articles, when approved, should be accompanied by good quality illustrations and/or pictures. Text must be sent electronically. Pictures can be printed or digital (minimum size and quality are 4"x4" and 300 dpi). With photos which contain a recognized individual, please secure the individual's permission in writing for use of the photo. Photos taken at public events, or crowd shots taken in a public place do not require permission from the subjects. All submissions are subject to editing for consistency, length and style. OSLA reserves the right to use pictures in other OSLA publications unless permission is limited or denied at the time of publishing. Any questions about submissions should be directed to the Editor of *The Teaching Librarian*: TLmail@accessola.com

OLA DESIGNWORKS

Lori Knowles/ Andrew Ryther/Jennifer Marriott/Larry Moore

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Events during the past few months have been the source of much optimism for school libraries in Ontario. Recent initiatives have acknowledged and provided evidence of the important role that school libraries play in our province. The momentum for change that has been building over the past year continues to increase, and we currently find ourselves at a crucial time. Evidence of the importance of school libraries, and recognition of the positive impact of teacher-librarians, continues to increase. Sustaining this momentum is essential if lasting changes are to be achieved through policy change. The most effective way to achieve such change seems to be through continued communication and dialogue on multiple levels, including individual schools, boards, provincial associations and the Ministry of Education.

Opportunity Knocks

During the past year, I have had the opportunity to dialogue with both Premier Dalton McGuinty and Deputy Minister of Education Ben Levin. Last June, Anita Brooks Kirkland and I joined Dalton McGuinty at the press conference to announce the first Investment in School Libraries, Kindergarten to Grade 12 grant. We capitalized on this informal meeting to dialogue with the Premier, discussing the Ministry's position on teacher-

librarians, school library funding, and the need for a current provincial curriculum resource document for school libraries. At the Celebrate Literacy! Regional Conference, hosted by the International Reading Association and the Ontario Library Association in Toronto this past November, another opportunity presented itself. I had the good fortune to speak with Ben Levin following his keynote address, and we discussed the role of teacher-librarians and school libraries in supporting student achievement in Ontario.

School Libraries: A Key Role in Student Success

Student success is a major educational issue in Ontario, and supporting student learning is an area in which school libraries and quality library programs can provide great curriculum enhancement. The Ministry of Education continues to focus on initiatives such as Boys' Literacy, Differentiated Learning, English Language Learners, and Student Success. School libraries can be instrumental in addressing each of these initiatives. Through correspondence and dialogue by OSLA and organizations such as TALCO (The Association of Library Coordinators of Ontario), People for Education, and the Ontario Coalition



ONTARIO SCHOOL LIBRARY ASSOCIATION

President's Report

Michael Rosettis

for School Libraries, advocacy efforts for school libraries have continued. This communication with educational stakeholders in Ontario strives to emphasize the connection between school libraries, student achievement, and life-long literacy.

Recently, the OSLA has invited our new Minister of Education, Hon. Sandra Pupatello, as well as the Literacy and Numeracy Secretariat and other key stakeholders, to enter into dialogue to address the need for equity and consistency in school libraries across Ontario. We are hopeful that future discussions will be successful in emphasizing that teacher-librarians and school library programs play a vital role in supporting the Ministry's goal of student literacy development and increased student achievement. Also being advocated is the conviction that immediate changes are necessary to ensure equity and access to school libraries and quality library programs across our province.

Recent Provincial Events

During the past few months, school libraries have experienced a number of positive events at the provincial level. Specifically, two

key initiatives have reinforced the connection between school libraries and student success. The first of these was the funding of \$15,000,000 provided through the 2006 Investment in School Libraries, Kindergarten to Grade 12 grant that was facilitated by the Literacy and Numeracy Secretariat. Next, we received fantastic evidence pertaining to school libraries from the release of the *School Libraries & Student Achievement in Ontario* research study conducted by Queen's University and People for Education. Comments on both of these initiatives follow.

1) The Investment in School Libraries Grant

Although the timelines for the implementation of this year's Ministry grant were very brief, this grant provides recognition that increased funding is required for school libraries. It is the second instance of a dedicated Ministry grant for school libraries from the Literacy and Numeracy Secretariat. While conveying gratitude for the funding, OSLA communication with the Ministry has emphasized the need for an increased time frame for implementation, and has called for additional protocol to be put in place to help ensure that the dedicated grant monies actually fund the acquisition of new

resources, and that these funds are in addition to the established annual budget for each school library. Stories from members concerning the implementation of the past two Ministry grants for school libraries have provided evidence that in some instances, school libraries would benefit from additional board accountability to the Ministry. OSLA is hopeful that improvements can be made to the funding process to ensure that school board implementation remains true to the original intent of future Ministry grants.

2) The Ontario Research Study

The *School Libraries & Student Achievement in Ontario* research study, led by Dr. Donald Klinger of Queen's University, provides the first Canadian empirical evidence of the positive relationship between school libraries, standardized test scores, and student-reported enjoyment of reading. Released on April 6th at a Toronto press conference hosted by People for Education, the findings and recommendations of this study are significant. The research study, based on an analysis of grades 3 and 6 EQAO data and information on school libraries from People for Education Tracking Reports, stresses the significant link between student achievement and school



OSLA President Michael Rosettis discusses school libraries at the International Reading Association conference the

library staffing. It also identifies the fact that the presence of a teacher-librarian results in a notable difference in student-reported enjoyment of reading. Complementing this finding, other studies have strongly linked reading enjoyment and academic success. This intrinsically makes sense: the more students read, the more literate they become, developing higher-level literacy skills that result in improved student achievement. The full report and my comments from the press conference are available on-line at the OSLA Web site: <www.accessola.com/osla/>.

The Importance of Local Advocacy

School libraries and teacher-librarians remain focused on the task of supporting student success. Teacher-librarians have intuitively known the positive connection between student achievement and a well-staffed, well-stocked, and well-funded school library. Recently, these issues have received significant media attention. The release of the Ontario research study, and the announcement of this year's second Ministry grant to enhance school library collections, have

both undoubtedly contributed to this heightened media awareness. The provincial government seems more receptive than ever before to consideration of the added value school libraries and trained library staff offer learning communities. To maximize the potential for positive change, teacher-librarians now need to utilize additional strategies and renew their personal advocacy efforts.

At the present time, to parallel the ongoing efforts being made at the provincial level, personal advocacy and communication at both the local school and board levels will help to move the issues forward. Now is the time for concentrated lobbying. Teacher-librarians and their local library associations need to stimulate dialogue with colleagues, principals, parents, trustees, union representatives and other relevant stakeholders so that attention on school library issues can be sustained. Every individual effort will help raise the collective consciousness of the vital role that school libraries play in enhancing literacy and contributing to student success. In the meantime, your OSLA executive is corresponding with the Ministry of Education, Directors of Education, Principal Associations and Trustee

Associations in Ontario in an effort to relay the message of our vital role in improving student achievement and promoting life-long literacy.

Ongoing Professional Learning

Professional development opportunities for teacher-librarians continue to infuse innovation into our role. These are available in many formats, and Super Conference and Education Institutes are two excellent examples of options for professional growth. This year, Super Conference provided a wealth of content for participants, and once again experienced record-breaking attendance figures. The OSLA session Super Conference planners facilitated four Pre-Conference sessions that emphasized the role of technology integration in school library programs. Additionally, almost fifty sessions in the regular conference program were dedicated to addressing topics related to school libraries and teacher-librarianship. Our members continue to seek opportunities for professional development, a factor that is vital to remaining current in this dynamic teaching role. A major source of professional development is possible through the sharing our strengths and positive teaching

ries with Ministry of Education Deputy Director Ben Levin
Ontario Library Association co-sponsored in Toronto.

experiences with one another. Planning for Super Conference 2007 is underway and information is available on-line at the OLA Web site <www.accessola.com/>.

Encouragement for Individual Action

School libraries play an essential role in the education of Ontario students. They should be an integral part of the Ministry of Education's strategy to enhance student success rates. Evidence of our dedication is seen in continued professional development, often completed as a personal initiative through venues such as Education Institutes and the OLA Super Conference. Professional development provides innovative ideas for school library programs and collaboration aimed at enriching student learning. Teacher-librarians and school libraries make a difference in student achievement and promotion of literacy. These types of issues need to be noted in our ongoing dialogue with educational stakeholders. The role of the teacher-librarian and the importance of school library programs must be emphasized on a variety of levels: local school, school board, provincial associations, and the Ministry of Education. I strongly believe that continued

discussion on all levels will be instrumental in affecting positive changes in school library funding and teacher-librarian staffing. It will also help achieve acknowledgement of the vital role that teacher-librarians play in literacy and curriculum delivery. Your dedication and effort is an integral part of this process of transformation.



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OLA's Forest of Reading

MAY 24, 2006

SILVER BIRCH AWARDS CEREMONY

Milk International Children's Festival of the Arts.
Harbourfront, Toronto.

EDUCATION INSTITUTE

MAY 29 4 p.m. One hour

AUDIO CONFERENCE

THE INQUIRY MODEL AS INSTRUCTIONAL STRATEGY

LIZ KERR, SYA VAN GEEST

Former OSLA Presidents

For details, click on May 29 in The Learning Space www.accessola.com. Catalogue, p. 64.

EDUCATION INSTITUTE

JUNE 1, 2006

AUDIO CONFERENCE

BOYS AND READING: CONNECTING BOYS WITH BOOKS AND LIBRARIES

Jo-Anne de Groot,

University of Alberta

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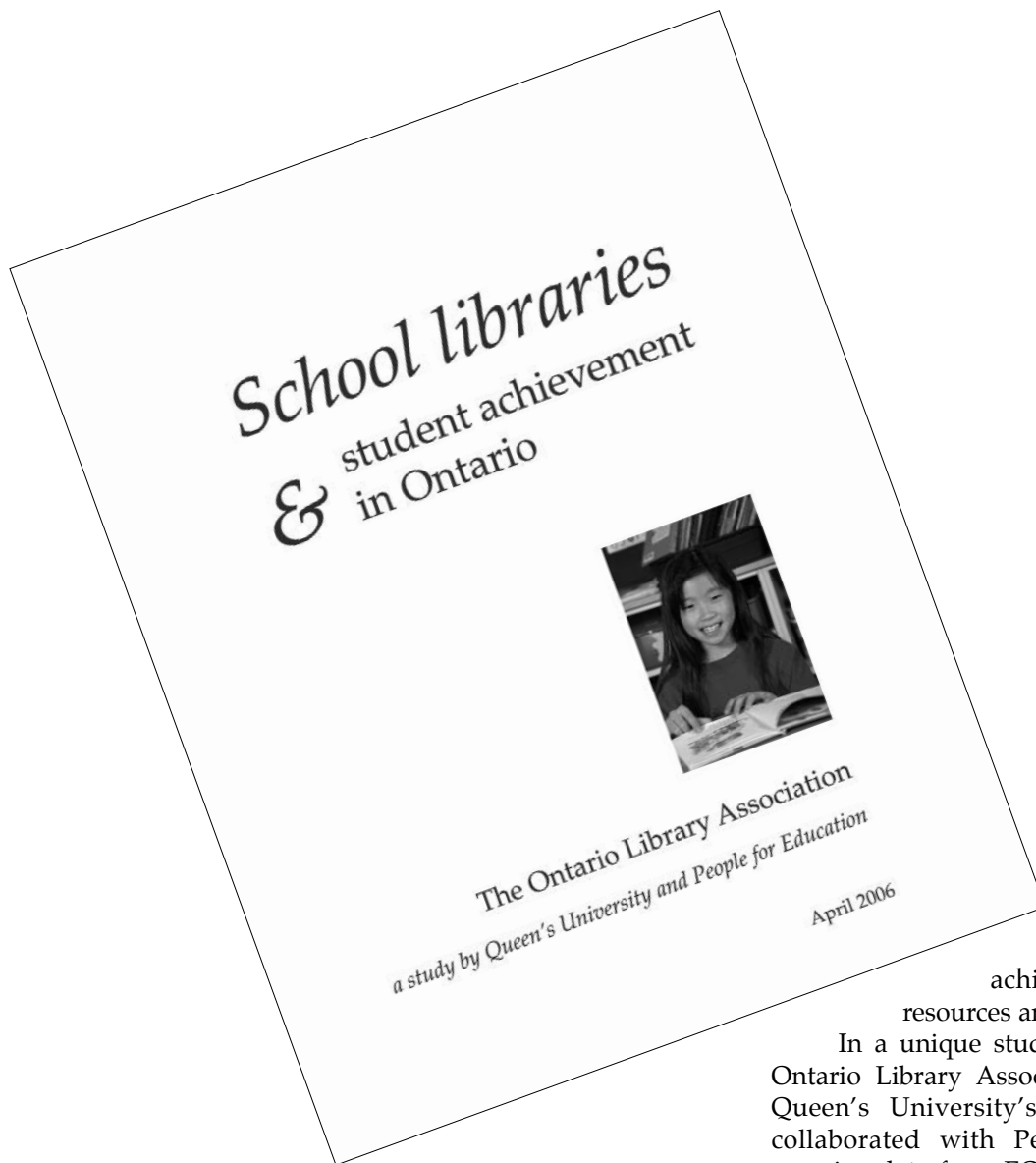
Catalogue will be mailed in September.

SUPER CONFERENCE 2007

JANUARY 31-FEBRUARY 2, 2007

Toronto

Canada's largest library education event returns with another exciting and stimulating program of ideas and skills that make this the destination of every forward-thinking teacher-librarian. Details will be released in early October.



Press release from the media conference held by the Ontario Library Association, People for Education and Queen's University April 2006. The report may be downloaded from the OSLA Web site:

www.accessola.com/osla

The library at Church Street Public School in downtown Toronto was the scene of the release of the first Canadian analysis of the relationship between student achievement and library resources and staff.

In a unique study, commissioned by the Ontario Library Association, researchers from Queen's University's Faculty of Education collaborated with People for Education to examine data from EQAO, Ontario's provincial assessment body, and data from People for Education's ongoing inventory of resources in Ontario elementary schools.

The study found a relationship between the state of a school's library and students' test scores on Grade 3 and 6 EQAO Reading Tests. It also found a connection between students' access to teacher-librarians and their attitude toward reading.

Among the findings in the report:

- Grade 3 and 6 students in schools with teacher-librarians are more likely to report that they enjoy reading.
- Schools with trained library staff are more likely to have a higher proportion of grade 6 students who attained level 3 or higher on reading tests.
- Schools without trained library staff tend to have lower achievement on the

A record number of press and media were out for the press conference announcing the library research results.

Below: Grade six students at Church Street School in Toronto.

Right: Don Klinger from Queen's, Michael Rosettis from OSLA, David Booth from OISE and Kathryn Blackett from People for Education.



The beginning of Canadian research into the potential impact of school libraries on student achievement

grades 3 and 6 reading tests (both in terms of average achievement and attaining level 3 or higher).

Michael Rosettis, president of the Ontario School Library Association, calling the study a landmark, said it proved the need for more research. "This first Canadian research of its kind confirms what Canadian teacher-librarians have intuitively known for years: that well-staffed, well-stocked, and well-funded school libraries make a significant difference in student achievement."

"The study provides direction for school libraries and their role in literacy and improving student achievement, and we hope it will lead to further, more in-depth, examination of Ontario's school libraries."

People for Education has been tracking the effects of policy and funding changes on Ontario's elementary schools for nine years. This research has shown a substantial drop in the number of elementary schools with teacher-librarians:

- 80% of elementary schools had teacher-librarians in 1997/98, in 2004/05 that number had declined to 54%.

There has been substantial research from other countries on the relationship between school libraries and student achievement, but, according to Mr. Rosettis, this study represents the first Canadian statistics and evidence.

Don Klinger, lead researcher on the study from the Queen's University Faculty of Education, says, "We have shown that there is a relationship between students' reading scores, and, more clearly, their attitudes toward reading."

David Booth, Professor Emeritus from the Ontario Institute for Studies in Education pointed to the attitudinal results in the study. "Students' enjoyment of reading is a significant factor in their future success in all subjects," says Mr. Booth. "This study shows that in schools with teacher-librarians, students are more likely

to answer positively to the statements 'I like to read' and 'I am a good reader'. That positive attitude is the foundation for true literacy and will improve their achievement all the way through school."

The researchers also pointed to significant regional disparities in students' access to libraries:

- 87% of schools in South/Central Ontario reported having a teacher-librarian full- or part-time, compared to only 10% of schools in Northern Ontario.
- Northern Ontario schools were the least likely to have a teacher-librarian or library technician compared to schools in all of the other regions; over one-quarter of the Northern Ontario schools reported that the library was unstaffed, a significantly higher percentage than all of the other regions.

"This study shows that libraries play a part in students' reading achievement," says Kathryn Blackett, researcher for People for Education. "Now that we have shown the relationship, it is vital that we ensure that all Ontario students have access to staffed and open school libraries."

The study is available on the OSLA Web site. ■

Your comments on *School Libraries & Student Achievement in Ontario* are welcome. Go to the OLA Web page www.accessola.com and click on Issues in the Meeting Space.

Peggy Thomas, Silver Birch Selection Chair

Freedom to Read, Freedom to Think

Since the inception of the Silver Birch reading program (and the expansion into a Forest of Reading), there have been critics of the program and process. Often it is a matter of taste, a diehard fantasy lover will be less enamoured with a selection that includes a higher than normal number of historical fiction books, understandably so. At other times, however, the objections can be more intense and involve a personal reaction to the material, leading to a call for exclusion of a book from a list. This has been the experience this year in the Forest of Reading. So the question begs to be asked: is this selection or censorship?

The selection process for any reader on the Forest of Reading selection committees is both joyful and filled with anxiety. The sheer volume of reading (nearly 140 books in the case of Silver Birch this past year) can be daunting, and then the task of rating and debating the list itself is an emotional journey. On a committee of 21, all voices are heard, valued and considered. The process itself ensures that the final list represents the opinions and tastes of a wide variety of readers.

It is inevitable that any list of books has its critics. No one can expect that all people will agree with a selected list. We all bring our personal backgrounds and beliefs to everything

we read. These will always impact on how we experience literature. It is helpful to know, however, that criteria are in place that govern the selection process and are rigorously applied.

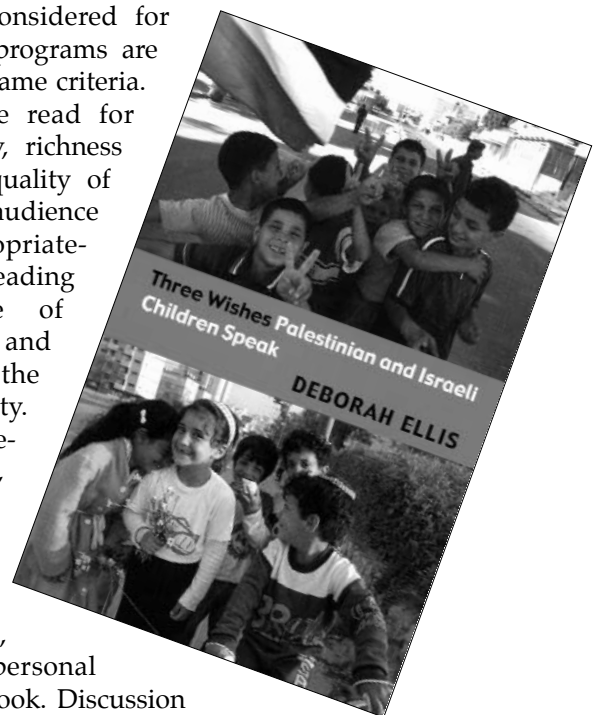
The same criteria

All books considered for OLA reading programs are subject to the same criteria.

The books are read for literary quality, richness of language, quality of presentation, audience appeal, appropriateness to the reading group, range of readability, and reflective of the student's reality.

During the selection process, all readers are asked to respond to the books using these criteria, not their personal reaction to a book. Discussion then takes place and a list is created.

The list is then reviewed to make sure it has a balance of gender interest, reaches the range of



The Silver Birch Award Controversy

readers in the program, and is culturally diverse. Selection is the desire to meet the needs of all readers. Censorship often stems from a personal reaction to the subject matter or the language, or a desire to protect our children from the realities of the world around them. By establishing and following criteria for the selection of lists, committees hope to bypass censorship issues and select only the best of the available books for each reading program.

Do children choose what they read?

It is important to keep in mind the purpose of Forest of Reading programs. Through voluntary participation, students further develop their love of reading, expand their critical thinking skills and begin to appreciate how to discuss and debate books with others. While the list is selected by professionals (teacher-librarians and children's librarians), the winners are entirely the children's choice. Students who participate do so voluntarily, are guided on this journey by professionals, and only need to read five books on the list in order to vote. This is where the self-selection comes into play. The list is ten books long. If a student or a parent objects to one or more titles, then they need not read them.

The controversy: Three Wishes

Making that decision for yourself or for your child is valid. Asking that your views on a book be extended to all readers in a board of education is not.

This has become a divisive issue, especially around a particular book on the Silver Birch list, *Three Wishes: Palestinian and Israeli Children Speak*, by Deborah Ellis.

Triggered by a teacher's objection in York Region District School Board, the Canadian Jewish

Congress asked OLA to remove the book from the list and copied every Director of Education in Ontario to do the same. The OLA Board of Directors stood by its members, ratifying the work done and the choice made.

Five boards did ban use of the book in the Silver Birch Award program. Articles were written in local and national press, TV and radio covered the debate but the words of children speaking about the book are most powerful.

Some comments from children

Toronto District School Board has an on-line conference for students. These postings are reprinted with permission from the authors.

"I think of this exactly like *Quid Pro Quo!* Swearing in books doesn't encourage people to swear, drugs in books doesn't encourage people to take drugs, and suicide bombing and other violence in books doesn't encourage people to be violent! It just tells them that there are such things and makes them aware of the facts not the fictional." J. Grade 5 student

Tess Kalinowski, Education Editor for the *Toronto Star*, interviewing Bernard Katz, a former Chair of the OLA's Intellectual Freedom Committee, and key analyst for the Ontario Library Association during the controversy.

Voting Day

The readers in the Silver Birch program vote on May 10th for their favourite books.

Award Day

At Harbourfront Centre in Toronto on May 24, the children will reveal to their peers the winners of the Awards for Fiction and Non-Fiction. Deucalion Technologies receives the votes from the schools electronically and compiles the totals in a school-by-school spreadsheet when the final votes are received.





Publishers and writers protested school board restriction of the right of children to read *Three Wishes* in a massive press conference, featuring from left, Giller nominee Edeet Revel, Grade Four student Evie Freedman, her stepfather children's author Lawrence Hill, PEN International's Alan Cumyn, *Three Wishes* publisher Groundwood's Patsy Aldana, June Callwood, Book and Periodical Council Freedom of Expression Committee's Franklin Carter and freelance writer John Lorinc from the Canadian Coalition for School Libraries. People for Education's Annie Kidder and OLA Forest of Reading chair Liz Kerr are not shown.

"Why is this book being taken off the lists? There is nothing wrong with it. It is a great book! As far as I'm concerned it's totally unfair. Would it not be more appropriate to simply leave it up to the parents as to whether or not their children should read this book? Is it not the parent's decision as to whether something is inappropriate for a child or not? I think this is a mistake by the School Board in removing this book. If the parents say no then it's a no! By the way, some people have said that it's not accurate information as it comes from the children, not the adults. This is NOT an information book! It, if you look at the cover, it says CHILDREN SPEAK! It therefore is a very good book, and children can relate to each other much better than a child can relate to an adult." B. Grade 4

"Usually I pick up a book and read it from cover to cover without putting it down. But this book, like Anne Frank's Diary, is so sad, I had to read it in short little chunks, maybe four stories at a time. It's really hard to read because you don't know if these kids are still alive, or if they will be for much longer, and you want to understand how scared they are, but you can't really because you've never been through as much as they have.

Everyone should know about war, and it shouldn't be censored. It prepares you for real life, when you'll have to learn things like this." C. Grade 6

Selected comments from the press and others

Dr. Frank Bialystok, Canadian Jewish Congress Ontario Region, February 8, 2006:

"The children interviewed by Ms Ellis are no doubt genuine in their feelings, but that does not make them right. Nor does their honesty insulate our students from the toxic effects of their sincere beliefs."

Noah Richler, *Maclean's*, March 13, 2006:

"The Canadian Jewish Congress has argued that Ellis's book is tilted toward violence and protests the portrayal of Israelis as "brutal occupiers." What the CJC and the York Region District School Board are failing to see is that *Three Wishes* is such a moving study of the situation of children. Its unsavoury thrusts brace the stomach, certainly, but suppressing them is yet another crime perpetrated by adults upon these unfortunate children."

Jonathan Kay, *National Post*, March 6, 2006:

"I often get the feeling that partisans on both sides of the Palestinian-Israeli issue actually embrace this sort of disconnect. To know the suffering of your enemy is to acknowledge his humanity. So they prefer to stick to the human-interest narrative they've memorized and ignore the rest. That can't be changed. But partisans shouldn't be allowed to inflict censorship on students."

Rick Salutin, *Globe and Mail*, March 24, 2006.

"I hardly think Deborah Ellis's *Three Wishes*, a book of interviews with Palestinian and Israeli kids is "age inappropriate" for kids in Grades 4 to 6, as the Canadian Jewish Congress claims. The world our kids live in is age inappropriate, but they have to live there. So do schools, libraries and authors."

It is time for us to believe in our children and to talk openly and honestly with them. In the words of Diana Maliszewski, teacher-librarian in the Toronto District School Board:

"Three Wishes? I only have one.
Let my students read." ■

Evidence-Based Practice

by Esther



Because there are so many essential resources about using Evidence-Based Practice to promote student success, the Professional Connections and Professional Resources columns are being combined in this *Teaching Librarian*.

Esther Rosfeld

Some Essential Web Sites

Teacher Librarian Toolkit for Evidence-Based Practice

www.accessola.com/osla/toolkit/Resources.html

This comprehensive Web site provides a number of practical, downloadable templates to assist with establishing Evidence-Based Practice. The site also features links to the most important documents and Web sites explaining and promoting Evidence-Based Practice.

School Library Works!

A research foundation paper published by Scholastic Library Publishing, this is an invaluable document. As well as providing a useful summary of the past 15 years of research on the relationship between school libraries and student achievement, it contains executive summaries of the recent Illinois and Ohio studies. The updated 2006 edition is downloadable at www.scholastic.com/librarians/printables/downloads/slw_2006.pdf

FOR MORE ON EVIDENCE-BASED PRACTICE IN THIS ISSUE, SEE THE ARTICLES ON PP. 18, 22 AND 28.

Davidvl.org

The Web site of David Loertscher at

www.davidvl.org/index.html

contains many useful items on student achievement, notably his hotlinked annotated bibliography called *Keeping Up With the Research Linking School Library Media Center Programs to Achievement*

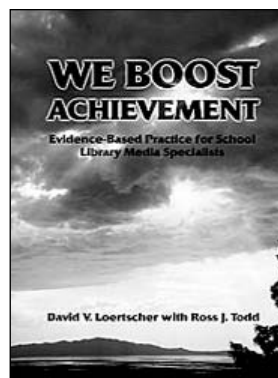
www.davidvl.org/research.html

It lists every study related to school libraries and academic achievement done by Lance and others and provides the URLs of their respective Web sites.

Action Research Resources

www.scu.edu.au/schools/gcm/ar/arp/arphome.html

is an Australian Web site which has a great deal of helpful information about conducting all types of action research in schools.



Some Essential Books

Assessing Learning: Librarians and Teachers as Partners

Violet H Harada and Joan M. Yoshina. Libraries Unlimited, 2005. 1-59158-200-8. \$52.80

This new work is important for teacher-librarians to use as they address their role as teachers who are assessing student learning. It covers the following topics as they relate to the instructional program of the school library: purposes of assessment, essential elements of assessment, knowing what to assess, multiple methods for assessment, and management and communication of assessment results. As well, it provides practical ways in which teacher-librarians can be involved in all types of assessment of student learning.



We Boost Achievement! Evidence-Based Practice for School Library Media Specialists

David V. Loertscher and Ross J. Todd. Hi Willow Research & Publishing, 2003. 0-931510-93-7. \$46.20

This book provides a number of tech-

niques and tools which teacher-librarians can use to collect evidence concerning reading, information literacy, collaborative planning, and technology. It also suggests how teacher-librarians can change their library programs to maximize their impact in the school.

Powering Achievement: School Library Media Programs Make a Difference: The Evidence. 3d ed.

Keith Curry Lance and David V. Loertscher. Hi Willow Research & Publishing, 2005. 1-933170-14-X. \$46.20

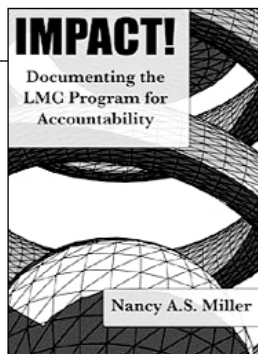


This book provides teacher-librarians with templates and tools they can use to make presentations on the relationship between school library programs and student achievement. It provides a series of up-to-date one-minute, five-minute, and 15-minute presentations (including downloadable PowerPoint slides and hand-out templates). It also includes some discussion starters to help teacher-librarians conduct focus groups on various aspects of the library program and its relationship to student achievement as well as many handouts related to the various research studies mentioned in the sample

presentations.

Impact! Documenting the LMC Program for Accountability

Nancy A.S. Miller. Hi Willow Research and Publishing, 2003. 0-931510-96-1. \$79.20



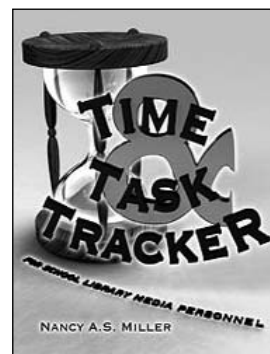
This book is essentially a Microsoft Excel template which tracks the contribution of the school library program in three areas: collaborative planning, information literacy, and links to curriculum expectations. By spending a few minutes a day recording what units of instruction and teaching you have been doing, this template then transforms what you do into useful charts, tables, and diagrams, and tells both you and administrators about the emphasis of your program. You enter into a template the teacher, the topic, the curriculum expectations met, the information literacy skill taught (with many items on pull-down menus) and the program takes care of the rest.

A trial version can be downloaded at www.lmcsource.com/pdfs/ITrial6rev_2.xls along with an instruction booklet www.lmcsource.com/pdfs/IMPACTdoc.pdf.

Time and Task Tracker for School Library Media Personnel

Nancy A.S. Miller. Hi Willow Research & Publishing, 2005. 1-933170-17-4. \$79.20

Also a Microsoft Excel template, this book is a tool to track the number of minutes on random days spent on numerous tasks related to the functioning of school libraries. Twice a day school library personnel estimate the amount of time they have spent on their various tasks and enter it into a simple form. After gathering data for about 15 randomly selected days this spreadsheet will draw graphics analyzing how both professionals and support personnel spend their day. It can be a very powerful tool in demonstrating the difference between the roles of professional and support personnel. ■



71 Professional resources

Knock Knock. Who's there? Teacher, Teacher.

Carol Koechlin

The research says that excellent library programs make a difference in student achievement.

Why is that not enough?

While the academic proof continues to be built, only we can build the grassroots proof.

Doors are opening for teacher-librarians in Ontario. Currently the most successful key to opening doors is the 'literacy' key. We saw impressive evidence of this success in the last issue of *The Teaching Librarian, Literacy and Reading @your library*. The quote Anita shared in her President's Report in that issue (from the memo to school boards last June regarding the MOE funding for all school libraries) bears repeating: "The government recognizes the critical role that school libraries play in improving student achievement." As schools prepare students to take their place in the 21st century, they are discovering that the teacher-librarian and the information-rich learning environment of the school library are pivotal to student success.

Our success in Ontario can, in part, be attributed to a growing wave of documented academic research swelling up from south of the border to provide what Dr. Ross Todd calls "irrefutable evidence" that excellent school library programs make a difference in student achievement. OLA and school library leaders in Ontario have been knocking on the doors of the Ministry of Education, politicians, parent groups, school district executives, and teacher associations, armed with Lance and Krashen studies and advocating for more support for school library programs. These tireless campaigns have resulted in spurts of good news stories. Not only did the Ministry provide funding for every school library in Ontario last June, but teacher-librarians have been included on teams for recent Ministry publications and projects.

In spite of this wonderful progress, we continue to hear of stories of cut programs and

her who? Teacher-librarian, that's who!

funding that dispirit and sadden us. Yes, we need to continue to knock on doors and share the academic proof, however, it is also apparent that we need to do more or perhaps do it differently.

Two champions of the school library world – Dr Ross Todd, associate professor, School of Communication, Information & Library Studies at Rutgers, and Dr David Loertscher, professor at the School of Library and Information Science at San Jose State University – both avow that no real change is likely to occur unless teacher-librarians take ownership of their own accountability. Todd and Loertscher applaud, celebrate, and use the research findings of the Lance studies and others to further school library programs.

Their work now, however, is focused on empowering teacher-librarians to take charge of their own destiny. In this time of heightened accountability in schools and site-based management, Todd and Loertscher plead with teacher-librarians to embrace Evidence-Based Practice.

Evidence-Based Practice has its roots in the field of medicine and health care. It is growing rapidly in all service-based industries as a proven procedure for visioning, planning for improvement, solving problems, and, of course, demonstrating accountability. It is about

knowing and showing how we make a difference (Todd 2003). For teacher-librarians, Evidence-Based Practice is a personal quest to find out what works best at each school; with each class, with each individual learner. You could call it a constructivist approach to program design for teacher-librarians.



Don't let the terminology frighten you. Evidence-Based Practice is not complicated. It is an introspective journey and boils down to a powerful question to focus your energies and programs, such as:

- What contributions am I making to student achievement in my school?
- How does my library program boost student achievement?

If we use these questions to frame our work with teachers and learners, then they will be our guide to what we do, how and when we do it, and why it makes a difference.

Building Proof

“To make our programs count and to be accountable, we need to take a hard look at the research findings, assess where we are, and decide what we need to do. We can't wait for someone else to do it for us. We have the

academic proof now let's build the grassroots proof." (Koechlin and Zwaan 2003)

Dr Todd encourages us to consider Evidence-Based Practice as a strategy to empower the learner and empower the profession. Todd says that there are three core beliefs that teacher-librarians must own in order for Evidence-Based Practice to be successful for them.

- 1) Difference – We need to understand and commit to the notion that information and information services make a difference.
- 2) Intervention – The role of the teacher-librarian is to provide effective, planned pedagogical interventions for students as they work with information and ideas. The success of this intervention is also closely connected to partnerships with teachers during planning.
- 3) Transformation – Careful attention to how library interventions shape the knowledge, skills, attitudes and values of learners tells the story of transformation. What are the outcomes of the experience?

The Raison d'être

"Learning outcomes, as the transforming effects of the school librarians' pedagogical and collaborative intervention, are the raison d'être for school libraries." (Todd 2003)

David Loertscher asks us to think about which program elements are worth measuring, over and above traditional organizational measures such as circulation, size of collection, and number of staff. How do we measure the impact of school library programs on student learning? How do we then tell our story? Loertscher provides many tools and approaches for putting Evidence-Based Practice into place in a recent publication, *We Boost Student Achievement!* He tells us we need to measure these program elements:

- *Reading* – our efforts to increase literacy and increase the love of reading;
- *Information Literacy* – our efforts to teach the research process and infuse information skills;

For Further Reference

Krashen, Dr. Stephen.

The Power of Reading: Insights from the Research. Englewood, Colorado: Libraries Unlimited, Inc., 2004.

Loertscher, Koechlin, and Zwaan.

Ban Those Bird Units: 15 Models for Teaching and Learning in Information-rich and Technology-rich Environments. Salt Lake City UT: Hi Willow Research and Publishing, 2005

Loertscher, David V.

Reinvent Your School Library in the Age of Technology. Salt Lake City UT: Hi Willow Research and Publishing, 2000.

Loertscher, David V. and Todd, Ross.

We Boost Student Achievement. Salt Lake City UT: Hi Willow Research and Publishing, 2003.

Koechlin, Carol and Zwaan, Sandi.

"Making Library Programs Count: Where's the Evidence? School Libraries in Canada." *School Libraries in Canada*, 2003.

School Library Impact Studies.

<http://www.lrs.org/impact.asp>

Student Learning through Ohio School Libraries

<http://www.oelma.org/StudentLearning/SLFindings.asp>

Todd, R. (2003). "Irrefutable evidence."

School Library Journal.

<http://slj.reviewsnews.com>

- *Technology* – our efforts to enhance learning and efficiency through technology;
- *Collaboration* – our efforts to create exciting learning experiences in the library with the teacher.

Loertscher also prescribes that we examine the evidence of learning from several dimensions and levels. He challenges us to examine evidence at the learner level, teaching unit level,

and environmental level, and to analyze our data from all vantage points. He reminds us that both direct and indirect evidence of student improvement are valuable in shaping our story.

Loertscher also urges teacher-librarians to watch and keep track of what he calls 'the ripple effects' of our interventions. Perhaps you teach a class how to use SmartIdeas™ to organize and analyze the information they have gathered on a topic. The students then apply their new skills in another subject area and suddenly you are swamped with requests from teachers for a similar lesson! These pebbles in the pond stories are very powerful evidence of your impact on teaching and learning.

Very practical models for collaborating with teachers in designing effective intervention learning experiences are available in *Ban Those Bird Units*. In this publication, Loertscher urges teacher-librarians and teachers to start with curriculum expectations and decide what the information problem is and how best to design the learning experience to address the desired learning. The models offer approaches and strategies specific to the information need and take learning way beyond just using information to the levels of developing understanding.

Dr Ross Todd and Carol Kuhlthau, of Rutgers University's Center for International Scholarship in School Libraries, recently completed a powerful research study in Ohio that is inspirational to all who care about kids and school libraries. Their study, *Student Learning Through Ohio School Libraries*, focused on what students and teachers had to say about the impact of school library programs in their schools.

99.4 percent of students in grades 3 to 12

believe school libraries and their services help them become better learners.

88.5 percent of the 13,123 Ohio students surveyed say the school library helps them get better grades on projects and assignments.

74.7 percent say it helps with homework.

92.4 percent say computers in the media center help improve their overall academic work.

Back on the home front, we need to pay better attention to the knocking at the door. For years,

Ken Haycock, our Canadian champion of school libraries, has been giving us data about 'what works.' He also has been telling us to have our 'elevator speech' at the ready. If we were to suddenly find ourselves on an elevator (or airport tarmac) with a school decision-maker, we should be ready with a two minute speech about the importance of school libraries and the work we do. Are we ready? Do we have our elevator speech and do we have homegrown evidence to back it up?

We also need answers to

these questions.

- ◆ How do school library programs improve student achievement?
- What contributions am I making to student achievement in my school?
- How does my library program boost student achievement?

Find out more about Evidence-Based Practice and discover how easy it is to get started. Explore *Yes You Can! The OSLA Toolkit for Student Success* – an introduction is in the next article.

Get your evidence organized and start knocking on (and down) doors! ■



STUDENT SUCCESS @ your library®

Making the Commitment to Evidence- Based Practice

Bobbie Henley

**What is Evidence-Based Practice?
How do I use it in my library?**

While we may be confident that teacher-librarians and good school library programs make a difference in the academic success of our students, there is a need for solid evidence that school administrators cannot ignore when making decisions about expenditures within our schools. The onus is on us to provide this evidence.

Although many teacher-librarians collect evidence daily or weekly as they go about doing what they do best, documenting the results and turning this evidence into a powerful advocacy tool is generally missing. This is what Evidence-Based Practice is all about.

OSLA provides the guide

While collecting evidence of our best practices is not hard, it does require rethinking the how, what, and why of making our case with administrators. This is why the idea for a hands-on toolkit was conceived – one which provides information and strategies for Evidence-Based Practices for teacher-librarians across Ontario.

A committee, made up of Kevin Bradbeer, Carol Koechlin, Michael Rosettis, Peggy Thomas and Bobbie Henley, met several times over last summer. Initial discussions centred on a way to provide teacher-librarians with the tools to collect and share the important evidence which

most of them already gather, knowingly or not.

www.accessola.com/osla/toolkit/

A very friendly and upbeat site was designed and organized to offer both quick and detailed information with many links to research, strategies, and templates. With the help of Andrew Ryther and Jennifer Marriott from the OLA office, the toolkit was then developed into a Web site which was then posted at the new OSLA site.

Think You Don't? Yes You Do!

Think You Don't? Yes You Do! is the name of the OSLA's Teacher-Librarian's Toolkit for Evidence-Based Practice. The opening page gives a short definition of Evidence-Based Practice, explains how teacher-librarians make a difference and offers the novice more information about Evidence-Based Practice, with excellent links to studies such as the Research Foundation Paper published by Scholastic Canada, several recent news articles and reports from organizations which advocate on behalf of school libraries, and Koechlin's and Zwaan's article from *School Libraries in Canada*, "Making Library Programs Count: Where's the Evidence?" This article includes a wonderful chart entitled Charting the Preferred Future for Your Library that shows at a glance not only how the latest research impacts your action plans but also what the indicators of success are. Here is one of the many research findings analyzed.

What the Research Shows	Implications for Program	Your Focus for Action	Evidence of Success
Principal support of the Library Media program and teacher collaboration with the Library Media Specialist are critical to making the Library Media program an integral part of teaching and learning. <i>Colorado Study 1999</i>	<ul style="list-style-type: none"> engage in active, positive advocacy with colleagues, administration, parents and community. collaborate with teachers to plan lessons and units. "get on with it" 	<ul style="list-style-type: none"> prepare documentation of roles and goals (budget proposal, annual/monthly report) present brief but enticing staff meeting agenda items book regular focused meetings with administration invite administrators and community members to see students working during the processing of information as well as the celebration and sharing 	<ul style="list-style-type: none"> increased support increased budgets increased planning time with teachers team approach to planning, teaching and evaluating collaboration log impact questionnaire humming library

Questions to Ponder As You Explore

Questions to Ponder as You Explore presents four reflective questions offered by Dr. Ross Todd of Rutgers University:

- Because of your school library, what are your students able to do?
- What have your kids become? Who have your kids become?
- How has your school library helped kids learn?
- How does the school community see you? What is your impact?

These questions are linked in the Web site toolkit to his powerful multimedia presentation on Evidence-Based Practice.

Since teacher-librarians in the province, especially those at the elementary level, are struggling with very limited timetables, taking more time from the existing program or adding another responsibility is a serious concern. This issue is addressed by listing common questions and answers (with links and examples) surrounding the whole procedure of Evidence-Based Practice and showing how easily it can be done.

How Do I Begin? Here's How!

How Do I Begin? Here's How! is broken down into five straightforward steps, the first four of which should look very familiar. Just as we teach our students to do when following the OSLA's four stages of research, users will find themselves circling back or jumping forward, depending on their need, as they proceed through this part of the toolkit.

- Plan and proceed
- Gather and document
- Analyze and relate evidence
- Communicate and celebrate evidence
- Reflect and refresh

1. Plan and proceed

This section offers teacher-librarians a checklist for examining current programs, so they can evaluate strengths and weaknesses. Another checklist follows to help choose a starting point.

2. Gather and document

Next comes what is really the 'meat and potatoes' of the toolkit, which frequent users of the toolkit will find themselves accessing directly from the Home page.

■ Student Evidence

- Attitude surveys/questionnaires
- Checklists
- Collaborative learning
- Conferencing
- Learning logs
- Photo voice
- Portfolios
- Research folders
- Response journals
- Rubrics
- Samples of student work

This section offers extensive lists of the various ways to gather evidence, about both students and programs. Each method is set up in a style

Sample: Checklists

What is it?	What does it look like?
<p>A simple format to support student learning through a process. It can be cumulative or specific to one stage of learning and includes stated expectations. It can form the basis for a conference (teacher to student).</p>	
<p>What does it tell me?</p> <ul style="list-style-type: none"> ● That students are following a process/assignment ● That they are growing in independence ● That some need more support ● That the process or expectations were not clear ● That modifications need to be made for a student or in an assignment 	<p>Used with permission from TDSB: Student Research Guide</p> <p>Click below for templates: Preparing for Research Accessing Resources Processing Information Transferring Learning</p>



4. Communicate and celebrate.

Here teacher-librarians will learn the importance of telling their stories, as they access lists for both audience and form. For example, you might share your student success with parents using displays or brochures, or with trustees using a video clip. The possibilities are endless!

5. Reflect and refresh

This section offers guiding questions to assist teacher-librarians as they think about improvements and/or changes to the process they have followed. This has become a very important step of the research process, and something we now ask of our students. A link is provided here to a simple template which will guide users through the process.

Resources

An alphabetical list of all previously mentioned files is located here in chart format with thumbnail icons. All files are provided in both Word and .pdf versions.

As well, teacher-librarians will find a list of all print resources, with a link to the OLA Book

Store, and a list of Web resources linking to Evidence-Based Practice sites.

Think You Haven't? Sure You Have!

It is our hope that the final section of the Web site, entitled Think You Haven't? Sure You Have! will be constantly expanding as teacher-librarians submit their own stories under the following categories:

■ Opportunity Knocks contains the stories you sent to grantstories@accessola.com relating how you spent the Ministry Infusion money and the ways this funding impacted your school community.

■ Evidence-Based Practice Scenarios contains short accounts of student and/or program evidence gathered from teacher-librarians across Ontario. Jumping directly to this area would be another quick and very valuable way to piggy-back and build on the ideas of your colleagues.

■ *Teaching Librarian* will link directly to timely and related articles from our provincial magazine.

■ Share Your Own Success Stories invites you to share your amazing stories of student success. We hope to hear from you soon.

So that's your toolkit for demonstrating student success! Log in to <http://www.accessola.com/osla/toolkit/>, choose your starting place, and start building your own evidence.

Several organizations and associations are working diligently on behalf of teacher-librarians across Ontario. The Ontario Library Association has recently announced the publication of *School Libraries and School Achievement in Ontario*, conducted by Queen's University in conjunction with People for Education. The Ontario School Library Association continues to advocate on our behalf, as do TALCO and the Ontario Coalition for School Libraries.

But don't underestimate the power of your individual voice in broadcasting to your school community the sensational work you do to help students achieve! ■

New Literacy Titles

It Takes Two Partnerships in Picture Books Literacy 2006 Calendar

This calendar features 12 different pairs of authors and illustrators, each month has a short interview with the pair. The calendar also lists significant dates and events including more than 200 author and illustrator birthdays. Information and dates for over 75 book festivals and reading programs and awards. Plus it's all Canadian content. \$6.00

Teaching Phonemic Awareness Through Children's Literature and Experiences

Nancy Allen Jurenka

Each of the 75 lesson plans includes a read-aloud book description, literacy experience activity, direct instruction, follow-up activities, recommended poem, and related reading. Libraries Unlimited, 2005. 128 pages. 1-59469-000-6 \$29.04

Teen Genre Connections: From Booktalking to Booklearning

Lucy Schall

This book offers background information, ready-to-use booktalks, and activities for more than 100 young adult titles, focusing on those published in the last three years. The book summary lists name and age of the main character, setting, a plot outline, and special features. Libraries Unlimited, 2005. 340 pages. 1-59158-229-6 \$52.80

Reading Matters: What the Research Reveals about Reading Libraries, and Community

Catherine Sheldrick Ross, Lynne E.F. McKechnie, and Paulette M. Rothbauer

Drawing upon data published in a variety of resources, as well as the authors' own research findings, this guide offers a clear rationale for making pleasure reading a priority in the library and in schools. Libraries Unlimited, 2005. 288 pages. 1-59158-066-8 \$42.24

The OLAStore[★]

ONTARIO LIBRARY ASSOCIATION
Tel: 416-363-3388 or 1-866-873-9867
FAX: 1-800-387-1181
orders@accessola.com
www.accessola.com/olastore



New Readers' Advisory Titles



A to Zoo: A Subject Access to Children's Picture Books, 7th Edition

Carolyn W. Lima and John A. Lima

This best-selling reference resource offers information on fiction and nonfiction picture books. Comprehensive and easy-to-use, it consists of a subject guide, a bibliographic guide, and indexes by title, author, illustrator and subject. This edition adds 4,000 titles published since 2001. Libraries Unlimited, 2005. 1,800 pages. 1-59158-232-6 \$105.60

Canadian Fiction: A Guide to Reading Interests

Sharron Smith and Maureen O'Connor

This guide provides an overview of Canadian fiction, covering more than 650 popular titles. It categorizes mainstream titles according to primary appeal features and identifies the secondary appeal when there is one. A "read on" section references another 2,400 titles. Libraries Unlimited, 2005. 448 pages. 1-59158-166-4 \$79.20

Genreflecting: A Guide to Popular Reading Interests, 6th Edition

Diana Tixier Herald, Edited by Wayne A. Wiegand

The classic readers' advisory tool and text, updated and improved for today's users, with more than 5,000 titles classified, with new chapters on Christian fiction and emerging genres. Also included are essays by genre experts and the foremost proponents of readers' advisory today. Libraries Unlimited, 2005. 536 pages. 1-59158-224-5 \$79.20

The Real Story: A Guide to Nonfiction Reading Interests

Sarah Statz Cords, Edited by Robert Burgin

Here is a road map to the vast and uncharted terrain of recreational nonfiction. After defining the genre and discussing the unique characteristics and appeal, the author describes more than 500 popular nonfiction titles and organizes them according to genre, subgenre and popular themes. Libraries Unlimited, 2006. 360 pages. 1-59158-283-0 \$72.60

Your Canadian Source for Professional Literature

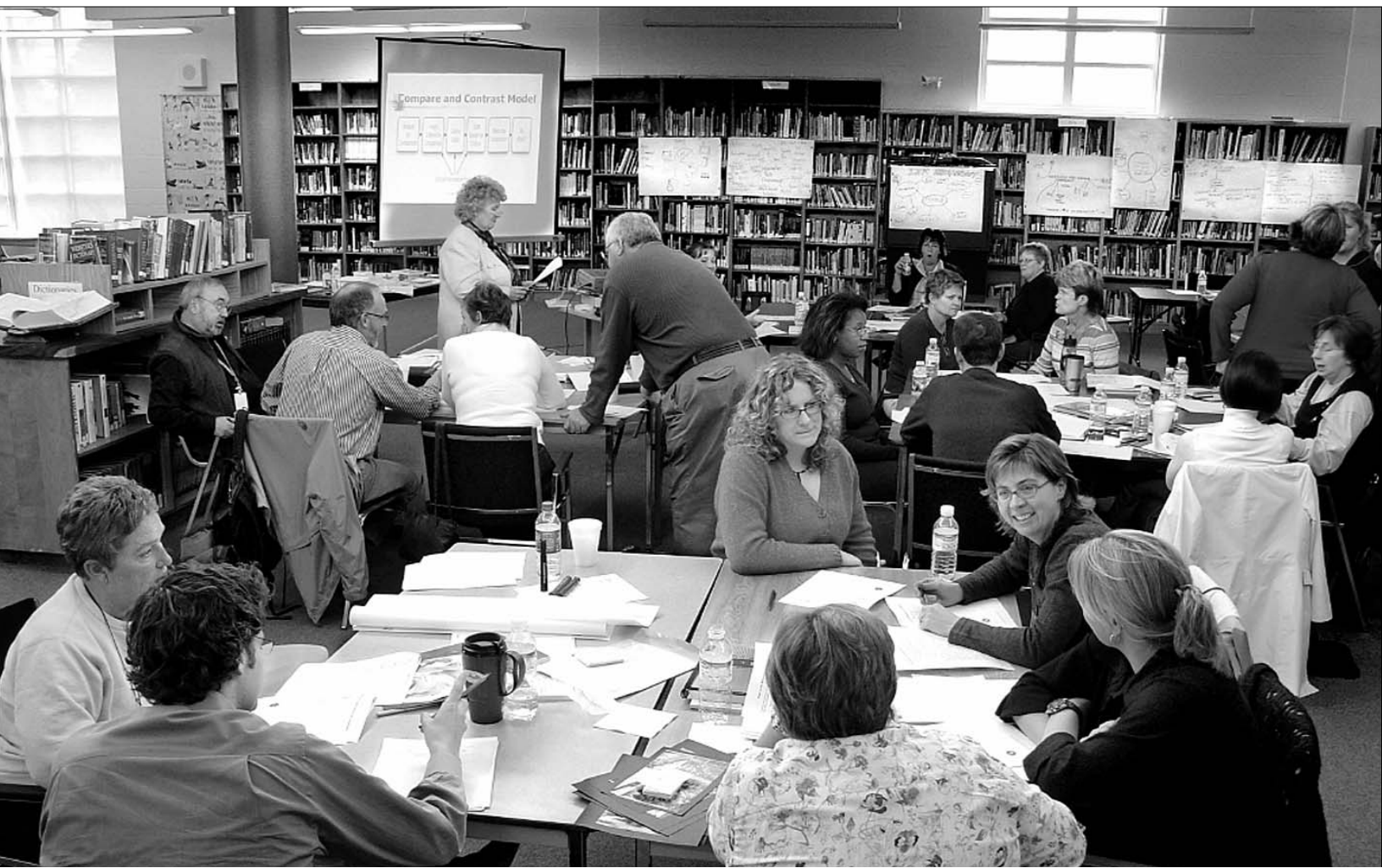
From Irrelevant to Integral

A Think Literacy Success Story

Janet Dixon and
Marybeth Snyder

Does your school board have a policy about and procedures for the selection of educational resources? One of the fundamental values of public education is to foster intellectual curiosity. Having access to a broad range of resources is vitally important. Libraries in general, and the school library in particular, have an important role to play in the protection of intellectual freedom and the freedom to read.

A Business Department Head asks for help choosing literacy resources. The Head of the Tech Department wants to know how to order a book on literacy. These may seem like logical questions to ask a teacher-librarian, but they were enough to raise red flags in our minds. Upon further investigation, we discovered that a new board Success for All program had been launched in response to the Ministry of Education's Think Literacy initiative. Boards across the province were responding to the first



results of the OSSLT and were devising strategies to meet the needs of at-risk students. Apparently our board's new Success for All program was providing in-service and funding for all curriculum areas without considering the school library. Imagine our surprise to discover that teacher-librarians were the last to hear about, and be included in, a literacy initiative! Surely there was a serious gap in a board-wide literacy initiative that did not involve our resources and expertise.

What follows is an account of how we chose to move from irrelevant backbenchers to integral leaders in our system-wide literacy initiative.

We invited the Success For All literacy consultant to our next subject association meeting, where she explained the program and its focus on subject curriculum areas. Deciding to be proactive, several of our Association members came prepared with the current professional literature about school libraries and our link to literacy and student achievement. As a group, we clearly articulated our concern that school libraries and teacher-librarians had not been considered an important part of literacy, and emphasized that they must be involved at both the school and system level. The consultant graciously accepted our arguments and promised to consider the information presented.

In the interim, schools were developing literacy teams to implement the Success For All program. We encouraged our teacher-librarians to be members of these teams in their schools in order for us to gain visibility and credibility, at both the school and system levels. We felt that this was also important to our own professional development.

Other strategies for involvement were discussed, including:

- Helping with Secondary Training Session literacy presentations
- Promoting literacy/reading activities or contests in the library
- Taking advantage of the literacy workshops being offered at the system level
- Developing a professional reading library of literacy resources

Anita Brooks Kirkland, IT Consultant, Library Program, also became a member of the board's Success For All Literacy Advisory Panel and promoted the role of the teacher-librarian within this program. The mandate of this committee was to identify priorities for a support plan, and to identify different program and assessment needs to support the Think Literacy plan. Through Anita's advocacy, the committee became interested in our role in staff development, and our development of teaching/learning strategies and materials.

Several months later, we received word that we would be given a budget of \$7500 (\$500 per school) for teacher reference materials on literacy, as well as \$4500 to support teacher-librarian leadership in the delivery of literacy professional development for classroom teachers, focusing on improving literacy in at-risk students. With this generous offering came significant expectations. We understood that we were required to prove ourselves; to put up or shut up!

We invited Carol Koechlin for a professional in-service with the members of our teacher-librarian Association. We purchased three key resources for each teacher-librarian in preparation for our proposed professional development session with Carol Koechlin. These titles would also be the first phase of the professional library of literacy resources that each school would acquire. They were: *Information Tasks for Successful Learning: Building Skills in Reading, Writing, and Research*, by Carol Koechlin and Sandi Zwaan; *Build Your Own Information Literate School*, by Carol Koechlin and

Teachers and teacher-librarians collaborate on research process and literacy strategies at the Waterloo Region Districts School Board workshop, Ban Those Bird Units: Building Success into Assignments, held at Waterloo-Oxford District Secondary School last fall.

Waterloo Region District School Board Think Literacy, Think Libraries Success Stories	
School	Galt Collegiate Institute
Teacher-Librarian	Marybeth Snyder
Target Audience	Grade 12 Literacy Class
Project Goals	To engage the self-professed non-readers in this class in reading for pleasure.
Description	Each student wrote a formal letter to the teacher-librarian, outlining their interests and pastimes as well as their reading preferences. The teacher-librarian analyzed the students' letters and made personal reading selections(s) based on their individual interests. The classroom teacher roused student interest, promoting anticipation for coming to the library to get their personally-selected book. The teacher-librarian book talked themes of common interest and then spoke individually with each student about the selection made for him or her.
Evidence of Student Success	<p>Student Comments:</p> <p>"This is a great book. I've never read a whole book before."</p> <p>"Would she find me another book like this one?"</p> <p>Students in the class returned to the library regularly, and asked for assistance in selecting books.</p> <p>Students asked for reading time in their literacy class – something the teacher had only dreamed of previously.</p> <p>Students, given the power of choice and the expertise of the teacher-librarian in helping them find just the right book, were more engaged in reading.</p>
Evidence of Project Success	<p>Teacher's Comment:</p> <p>"I have never had such positive feedback from students. They were very excited about the books they received. One remark that I heard repeatedly was that they never went to the library because they didn't know what to choose or where to even start looking. Now they agreed that they would not hesitate to ask her for assistance again."</p> <p>The teacher will repeat this partnership in the future, and other teachers have signed up their classes.</p>



Southwood Secondary School teach

Sandi Zwaan; and *Ban Those Bird Units: 15 Models for Teaching and Learning in Information-rich and Technology-rich Environments*, by David Loertscher, Carol Koechlin and Sandi Zwaan.

The second phase of our professional resource purchasing consisted of a bulk order. Teacher-librarians were given the opportunity to review professional literacy materials and choose the best resources for their unique clientele. It was hoped that each school would then set up a formal or informal learning community of motivated teachers who would read and share strategies from these resources.

At about this time, we received copies of *Think Literacy: Cross-Curricular Approaches, Grades 7-12: Subject-specific examples: Teacher-Librarians*. This was the document developed by OSLA under the leadership of Carol Koechlin, and this became our focus for Carol's in-service.



Teacher-librarian Pat Zettel makes school-based plans with a teacher from his school.

Her morning presentation centered on hands-on literacy strategies and the afternoon was spent on brainstorming ideas for implementation in our schools, working with at-risk students and their teachers in the school library. An important aspect of this implementation was the impact of Evidence-Based Practice, as developed by Ross Todd and David Loertscher. We knew that OSLA was working on a tool-kit for this technique, and that Carol was a member of the writing team, so we asked her to share a few of her ideas. The workshop was a resounding success. We challenged each other to take some of the strategies presented by Carol back to our schools and try them out with our at-risk classes, then report back to our group.

At our next association meeting, 10 teacher-librarians shared impressive success stories. These strategies ranged from collaborative teaching units to school staff in-service presentations and presentations for school councils. The focus ranged from the library program's role in independent reading and literary appreciation to a broad range of instructional strategies and learning expectations related to the four stages of

Waterloo Region District School Board Think Literacy, Think Libraries Success Stories

School	Southwood Secondary School
Teacher-Librarian	Pat Zettel
Target Audience	ENG 1D1
Project Goals	To transform an oft-used "bird" research project on life in Elizabethan England into a more meaningful project where students' created their own understanding of the topic.
Description	This unit had been used many times. By re-designing the assignment from a written report where students merely copied information into a far more creative product, an Elizabethan newspaper, using Microsoft Publisher, students had to think at a much higher level and transform their understanding in order to create the variety of components of the project. Direct instruction was given in strategies for accessing and critically assessing information. Instruction also focused on ethical use of information and using information technology to process and communicate information.
Evidence of Student Success	Formative and summative evaluations assessed critical thinking and information processing skills. Students' projects demonstrated increased perception of the topic, compared with previous years' efforts.
Evidence of Project Success	Teachers found that using the project design forced students to actually process information rather than copying without understanding. Teachers and students commented that the teacher-librarian's lessons on specific search strategies and preparing bibliographies eliminated previously-encountered problems. This new version of the project will be used in all ENG 1D1 classes next year.

**Waterloo Region District School Board
Think Literacy, Think Libraries Success Stories**

School	Waterloo Collegiate Institute
Teacher-Librarian	Janina Wright
Target Audience	OLC 401 Literacy Class
Project Goals	To foster reading skills development through participation in the OLA's White Pine reading program.
Description	Participating students met with the teacher-librarian twice weekly, who used specific literacy strategies to facilitate discussion and foster insight into the books. The students set their own reading goals, and kept reading logs. At the end of the program, students attended the OLA's White Pine celebration, and got to meet and question the books' authors.
Evidence of Student Success	Students' White Pine reading logs were used for their literacy portfolio summative evaluation. Every participant exceeded reading log expectations. Students' Comments: "I have read more books in six weeks than I usually would have in a year." "What I really like about this program, that is a free choice in reading. This program also helped me improve my English skills and vocabulary."
Evidence of Project Success	Teacher's Comments: "The connections between the White Pine program and the OLC 401 course are very strong. It provides a chance to build upon oral literacy skills in a meaningful way and offers opportunities to reflect upon their learning. It provides CHOICE in the readings. White Pine has built critical thinking skills into the experience – for a group that very often is not given an appropriate vehicle to think at that level."

research: Preparing, Accessing, Processing and Transferring Learning. We came away from this meeting enriched and invigorated.

The Principals' Association representative who attended our meeting had this to say about our efforts: "On a personal note, it was great professional development for me. The examples given and the discussion which followed gave me a better understanding of the role of teacher-librarian... The strategies which were shared were varied, addressing different subject areas, groups and skills...The next step is to take the strategies and model them in our schools in order to encourage other groups to adopt a similar focus and form of sharing. As an association you have shown leadership, creativity and initiative."

We sent a report to the literacy consultant, summarizing our use of the funds provided and the success we achieved. She replied by noting: "Teacher-librarians have modeled superb

Galt Collegiate Institute's Marybeth Snyder and Preston High School's...



professionalism and leadership.”

The evidence was in! We had proved our mettle! We have in fact, been made an integral part of the system-wide literacy plans for the coming year.

This fall, we are planning a follow-up workshop with Carol Koechlin on Think Literacy approaches, based on *Ban Those Bird Units*. She will concentrate on unit design that incorporates meaningful tasks to promote critical thinking skills. This workshop is co-sponsored by Success For All and Information Technology Services. At our suggestion, the Literacy consultant has made the decision to invite two more classroom teachers to join us.

The authors of this article have been asked to premiere an after-school literacy event this fall that the board Success For All leaders have developed, called Crossing Borders Café. This is provided for classroom teachers and will model

successful literacy strategies and share our success stories. Other subject associations have been encouraged to follow our lead.

It is perhaps worth noting that most secondary teacher-librarians in Waterloo Region chose to spend a good portion of their grant money on print materials suitable for students at risk - young adult literature, graphic novels, high-interest non-fiction – and plan to use the resources instructionally to support these students.

This whole experience has been very empowering for our association members. It helped us to re-focus program objectives, and reaffirm the critical role that the library program plays in student achievement. In addition to specific literacy strategies, this project has given our group an opportunity to devise and practice evidence-based assessment tools to measure student success and improve instructional strategies. ■

School's Janet Dixon with workshop leader Carol Koechlin.



Three Key Resources

***Information Tasks for Successful Learning:
Building Skills in Reading, Writing, and Research,***
by Carol Koechlin and Sandi Zwaan

Build Your Own Information Literate School,
by Carol Koechlin and Sandi Zwaan;

***Ban Those Bird Units:
15 Models for Teaching and
Learning in Information-rich and
Technology-rich Environments,***
by David Loertscher, Carol Koechlin and Sandi Zwaan.



Research + Library = Student Success

That's the message of the new TDSB student research guide. The focus on student success highlights the key role that the teacher-librarian plays in providing students with the skills for research, for accessing resources, and for critical thinking. Based on the former TDSB best selling *Student Research Guide*, the new guide follows a similar format and style but with modifications, extensions and some brand new additions.

TDSB teacher-librarians who used this resource as a foundation for their curricular program provided the members of the writing team (Tim Gauntley, Jo-Anne LaForty and Esther

Rosenfeld) with feedback on the current guide. They did this by answering questions about which pages were essential and used most frequently, where more details were needed, and what else should be added. The writing team did further reading on the current thinking about research and about college and university expectations of our students. Other research guides produced by boards and universities influenced the content of this new student resource.

The resource is visual, addresses different learning styles, and keeps in mind our student audience, from the essential level student to the

Jo-Anne LaForty and Sharon Mills

academic student. The two-page visual introduction provides the context for research and emphasizes to students that research is a lifelong learning activity – not just school-based. Decisions, like what movie to see or the right gift to buy, require research. An illustrated table shows how research is part of all occupations and gives some field-specific examples. The introduction concludes with the message that research relates directly to the HRDC's Essential Skills that are part of all occupations. www15.hrdc-drhc.gc.ca/english/general/search_important_skill.asp

The guide is organized by the four stages of research. A new model of the four-stage process captures the recursive and cyclical nature of research (see Fig1). Here, research is conveyed as a dynamic process of learning, during which movement back and forth, between and within stages, occurs. Each stage opens with a checklist that explains the terms within each stage, with tasks. Each stage ends with assessment and evaluation. Both a scoring chart and rubric address the Ministry achievement chart skills and knowledge of the stage.

Deeper questioning strategies, templates of visual organizers, help for both report and essay writing, advice about multimedia and visual presentation, and information about using graphs and charts, are found in the guide. A new and larger documentation section, that using examples books and Web sites our students use regularly, is included in an appendix.

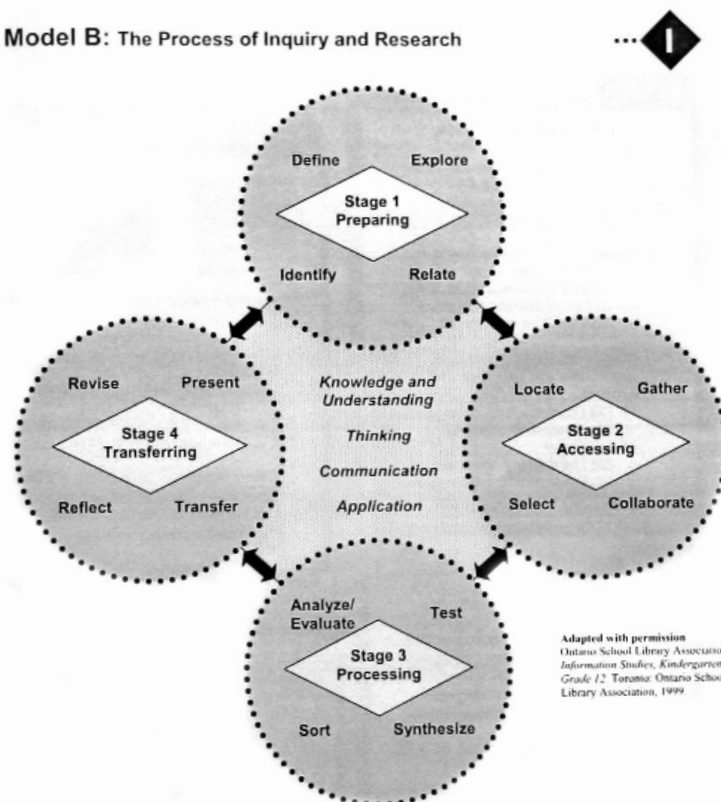
The effectiveness of *Student Research @ Your Library* is directly related to the extent to which it becomes part of the learning process in the classroom as well as in the school library. If used only as a reference tool, its impact on student success and literacy improvement is greatly reduced. It is essential, therefore that teacher-librarians share this document with their colleagues and collaboratively plan for its use.

Introducing the new guide at a staff meeting allows all teachers to fully appreciate and understand the process of research. It previews for them the multitude and variety of templates, black line masters and assessment and

evaluation tools that are available for use with their classes, and offers them the opportunity to re-evaluate their current research assignments in terms of the four stages of research. Specific topics covered in the guide, such as thesis development, plagiarism and academic honesty, and documentation, can be problematic and school-wide use of this guide allows for continuity and consistency from grade to grade and from subject to subject.

Deciding how these guides will be distributed to students, and how costs will be covered, are decisions to be made by individual schools. For initial rollouts, many schools give every student a guide to be kept until graduation, used from year to year, and covered by central school

Model B: The Process of Inquiry and Research



Selecting Web-Based Resources Using Directories and Search Engines

	What They Do	How They Work and When to Use	Examples*
Internet Directories	<ul style="list-style-type: none"> organize links to other websites into categories and subcategories are created by human beings who select best links and classify them for a particular audience give results are fewer than with a search engine list more reliable sites when created by a respected source 	<ul style="list-style-type: none"> organize links into subject or alphabetical lists (sometimes called "indexes") different directories organize information differently may have an internal search engine may have a way of filtering results (e.g., by country, by media) use when you want results that have been selected by an authoritative source, such as a library or educational institution 	<ul style="list-style-type: none"> Canadian Information by Subject <nlc-bnc.ca/caninfo/ocaninfo.htm> Digital Librarian <digital-librarian.com/> Infomine Scholarly Resources <infomine.ucr.edu/> Internet Public Library Teen Space <ipl.org/div/teen/> Librarians Index to the Internet <lii.org/> Yahoo! Canada <dir.yahoo.com/Regional/Countries/Canada>

	What They Do	How They Work and When to Use	Examples*
Search Engines	<ul style="list-style-type: none"> electronically gather Internet information into a database search a database using keywords and Boolean logic with AND, OR, and NOT operators can filter results by narrowing terms (by country, by date) 	<ul style="list-style-type: none"> search engines do NOT search the Internet, but only that engine's database different databases give different results companies may pay to list their sites first browse from a wide range of results to find a particular reference combine specific keywords read the Help page to understand other features and use Advanced Search features to narrow the search 	<ul style="list-style-type: none"> All the Web <alltheweb.com/> AltaVista Advanced Search <altavista.com/> Ask Jeeves <ask.com/> Google Canada <google.com/> Teoma <teoma.com/>

	What They Do	How They Work and When to Use	Examples*
Metasearch Engines	<ul style="list-style-type: none"> find results from searching multiple search engines 	<ul style="list-style-type: none"> some combine and rank results others complicate searches with duplicate "hits" use when you want the broadest results read the Help page to learn how to use the metasearch engine effectively 	<ul style="list-style-type: none"> IxQuick <ixquick.com/> KartOO <kartoo.com/> Vivisimo <vivisimo.com/>

Speciality Directories and Search Engines Created to Search within Particular Disciplines		
<ul style="list-style-type: none"> Artyclopedia (Fine Arts) <artyclopedia.com/> 	<ul style="list-style-type: none"> EEVL (Eng., Math, Computing) <eevl.ac.uk/> 	<ul style="list-style-type: none"> Health Web <healthweb.org/index.cfm>
<ul style="list-style-type: none"> HUMBUL (Humanities) <humbul.ac.uk> 	<ul style="list-style-type: none"> Online Books Page Book Search <digital.library.upen.edu/books/search.html> 	<ul style="list-style-type: none"> Pinakes: A Subject Launchpad <hw.ac.uk/libWWW/frm/pinakes/pinakes>
<ul style="list-style-type: none"> Scholarly Sports <ucalgary.ca/library/ssportsite> 	<ul style="list-style-type: none"> Scirius (Science) <scirius.com/srsapp/> 	<ul style="list-style-type: none"> SOSIC (Social Science) <sosig.ac.uk/>

Tip: *Consult your School Library Web site for current Internet directories and search engines.

To purchase

Toronto District School Board will share with other boards. To get cost and copyright information, contact Gitta Berg.
gitta.berg@tdsb.on.ca

funds. Others opt to have students purchase a guide for a nominal sum, or make it part of the September registration package. Some teacher-librarians elect to cover the costs from their own budgets, and consider the money well spent as students then view the guide as a 'gift from the library' and recognize yet another way the library serves as a valuable support for their academic success.

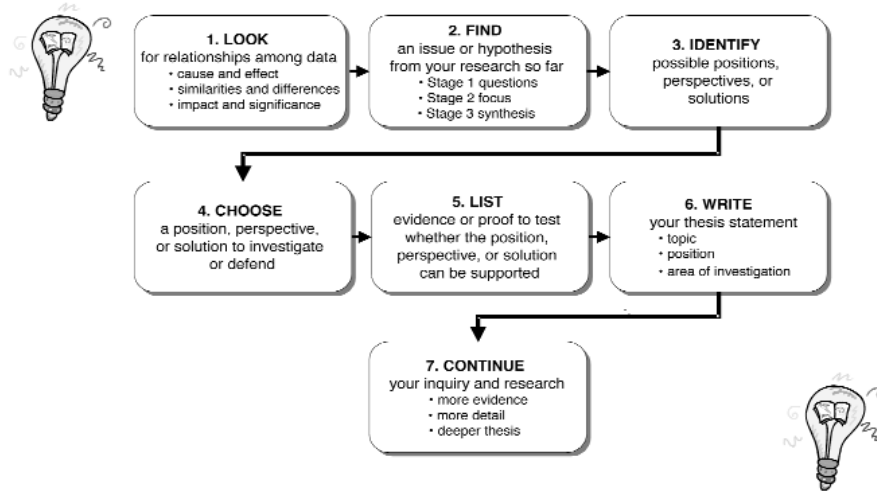
Handing out the guides to an entire school can

be a challenge. Library orientations are a perfect venue, but these often do not cover all grades, and so many teacher-librarians enlist the support of their staff for distribution through home forms or advisor groups, providing activities for an overview that teachers can use with their students.

Maximizing the effectiveness of *Research Success @ Your Library* requires that you establish the guide as a continual part of the research process

Crafting a Thesis Statement

Based on your resources, notes, and readings, craft a clear, well-reasoned thesis statement.



Examples of Thesis Statements	Your Thesis Statement
1. Researching the variety of Canadian occupations (topic) is a practical preparation (position) for career planning after high school (area of investigation).	Topic: Position:
2. Minority government (topic) provides the best form of government (position) in the Canadian federal system (area of investigation).	Area of Investigation: Thesis Statement in a Complete Sentence:
3. Inadequate early childhood parenting (topic) produces irreparable damage (position) in adults' psychological health (area of investigation).	

for staff and students. Refer to the templates for organizers, logs, and evaluation tools when collaborating with teachers on unit design and demonstrate how the guide's black line masters can be modified and personalized. Insist students bring their copy when coming to the library to begin a new research unit or keep a class set for library use only. Make stacks of note-taking sheets available for students and help them to select the one best suited to their needs and learning styles.

Research is a complex task, and numerous strategies can be employed to ensure that all our students are serviced well in the acquisition of these skills. During high school, students need multiple opportunities to practice this important lifelong learning process. Many boards and publishers provide excellent materials that, when shared, add greatly to the tool-box of resources on which we all rely. *Research Success @ Your Library* can be a valuable addition for individuals and for Boards of Education. ■

Ekwy Odozor

The Planning for Independence Program

and the School Library

As I reflect on the many programs that I run in the school library, I find the library literacy program for students with moderate to severe intellectual disabilities in the Planning for Independence

Program (PIP) very engaging and most gratifying. Not only has it given me the opportunity to demonstrate my strong belief in a school library for all, it has also allowed me to participate in assisting the special needs students with the acquisition of skills needed to function in the larger community, while giving me the privilege of experiencing the many gifts and skills possessed by these special individuals in our high schools.

We often read about school library programs for high school students, but rarely do we read of library programs designed specifically for those high school students with mild to severe intellectual challenges that result in slower learning of academic, communicative, and social skills. We then wonder whether teacher-librarians are included in the school integration plan for this group of students, or if teacher-librarians do not report the nature of the programs they run for these students.

The special needs students are a highly heterogeneous group with diverse learning abilities and needs. They are usually placed in a

separate program, with minimal integration with other students, and receive assistance from the educational resource workers (ERW) and assigned special education teachers in their classroom. The school prepares them for effective participation in the community by teaching them to live as independently as possible, develop academic abilities, interact with others in the society and enjoy leisure activities. (Planning for Independence).

A school library program for these exceptional students provides equal and new learning opportunities for them, which help them develop feelings of acceptance, belonging, and self-worth. As challenging as it might be, well-structured library programs challenge these students to read, listen and follow procedures in order to complete assigned tasks in spite of their disabilities. These programs also make them more visible within the community.

Such programs do not require much financial assistance or extra staff time; rather they demand better planning and co-operation

between the teacher-librarian and the special programs department. Just as Deines-Jones and Van Fleet rightly noted: "Making these programs accessible to all patrons, regardless of disability, is possible with a little foresight, and the rewards for both the library and patron are immeasurable." (77)

The intention of a PIP Library program is to achieve long-range communicative, cognitive, social, emotional and technological skills. Such a program can include activities as simple as sending the students on errands (taking turns every morning to pick up newspapers from the library and delivering them in areas such as the staff room, the main office and classrooms and other departments) to getting them involved in information literacy. All these activities will provide more opportunities for them to learn to read, listen, communicate, follow directions, comprehend information, socialize, make decisions and complete different types of tasks.

It is equally important for the students to acquire basic or functional literacy skills with a focus on meaningful living or quality of life. The students should be able to communicate their needs, feelings, etc. in different environments. Through literature circles, the teacher-librarian will provide a wide range of functional (for everyday life) reading materials with colourful pictures and illustrations that must be linked to their interests and appropriate for their ages. While they will be read to sometimes, the students will also be asked to take turns reading.

The teacher-librarian may use strategies such as prediction, questioning period, class discussions, and response journals to analyze the characters, actions, and events in the stories. Through class discussions, the students will have the opportunity to relate what they are reading to everyday life and be exposed to reading activities that may lead to long-term leisure activities.

Reading materials may include books, magazines, local newspapers, and advertisements. High interest/low vocabulary materials, with pictures or illustrations, on popular topics such as sports, celebrities,

animals, and holidays are highly recommended. Such series as *Eyes on Nature* (Kids Book Inc.), the *Take Ten Books* by Saddleback Publishing, *Life Times 2* and *Work Tales* by Fearon Education should be useful. The availability of evaluative questions in some of these vocabulary builders renders them effective for class discussions.

The use of vocabulary studies can be a good strategy for introducing and reinforcing words in these students' ecological inventory, and it should not be limited to only the verbal students. These are words identified by parents, caregivers, and special education teachers that these students need to know for more effective functioning at school, at home, and in other environments. The students are encouraged to use the new words they acquire to express their



feelings, experiences, or thoughts. While some of these students are non-verbal or speech-impaired, they can still express themselves in a variety of ways by using symbols, signs, gestures, etc. Where such is the case, the learning resources may include illustration programs such as Writing with Symbols, Inspiration, Kidspiration, etc.

Judging from the program in my school, it is important that the special needs students have the opportunity to develop social relationships with other students. Usually, the PIP students have limited opportunities to socialize with students in other regular classes or to develop interpersonal relationships. A library program provides additional opening for the PIP students to interact with their peers in other areas of the school outside regular classes. With classes held in the library, the students get the chance to use the library collection, just like everyone else, and this gives them a great sense of belonging. It also enables the students to learn to acknowledge others in the environment.

There is also an opportunity for the teacher-librarian to invite other students to volunteer as buddy-readers. The student volunteers may read to or with the PIP students, initiate conversation, and/or assist them in completing their projects using the library computers. This promotes positive social



relationships, the sense of caring, and oneness among these different groups of students.

The PIP students will benefit from acquiring functional computer skills. Students in the program should be given access to computers and other assistive devices that expose them to challenging new learning opportunities in reading, writing, and word-processing. The technologies provided must be modified to meet their needs. This experience allows even the non-verbal students in this group to express their feelings and provides another medium for them to express their thoughts. They can practice word processing with the various typing programs installed on the library computers.

Like most teenagers, students with special needs are fascinated by the Internet. With assistance from the teacher-librarian and the classroom teacher, the students can select topics for research and go on-line to find information on their chosen topics. Favourite topics include my favourite pet, my hero, my favourite artist, planning a vacation, our nation Canada, visiting the zoo, wild animals, countries of the world, music reflections and careers. They gather information and pictures and present them in electronic format. They may choose to use bristol boards or simply gather information on their topics to put in their research folders. As they search for and gather information from different sources, the students practice sorting relevant information from the variety of information sources available to them.

Flexibility in such a program is essential as the daily task and expectations may depend on each student's individual temperament and daily needs. Although a structure is recommended, the mood of each student should be taken into consideration as the program is delivered. Allowing the students some time to complete their regular morning routines within their own classrooms, with their assigned special education teachers, seems to help them settle in and get prepared for the next activity.

To ensure an effective library program for the special needs students, the teacher-librarian and

their classroom teachers have to do initial planning which must include identification of student abilities and needs, training of library staff, planning of meaningful activities, acquisition of appropriate learning resources, and scheduling of the library program. This collaboration will result in the delivery of more substantive instruction and will foster a better understanding of expectations for everyone involved.

The teacher-librarian has to meet these students, understand their learning needs, and be aware of their various disabilities prior to designing a program for them. A positive and meaningful relationship with them will enable the teacher-librarian to recognize the difference in their levels of participation and be able to select appropriate resources, arrange a safe physical environment, and acquire possible assistive devices to meet their needs. The teacher-librarian, in turn, prepares the library staff to serve these students, bearing in mind their challenges. Preparing the library staff will help them understand the importance of treating these students as persons and not as disabled people.

It is possible to take students with special needs through a structured learning process that will eventually end in evaluation. Evaluation at the end of the semester may involve asking each student to select a favourite topic from the different topics they have researched and present it to the class. Students may use slides or bristol boards for their presentations. Their performance will demonstrate the level of learning that has taken place and also highlight the effectiveness of the library program for them. It is fulfilling to watch a student with moderate or severe physical or intellectual disabilities, who had no prior presentation or computer skills, do a presentation using slides, accompanied with music, on their next vacation or their favourite idol. Teacher-librarians can work the magic. ■

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Ontario Ministry for Education. "Planning for Independence." www.edu.gov.on.ca/eng/general/elemsec/planind/ep/1.html 09/07/05.

DANIEL PINK set the tone and Super Conference 2006 never looked back. The future belongs to the right brain thinkers!



THE FOREST OF READING 2005 AWARD WINNERS

were delightful. No wonder the books were so good.

Super Conference 2006

From the right brain of librarianship!

Photos by Andrew Ryther



OSLA's Administrator of the Year **PAMELA CHRISTOFF** principal of J. Clarke Richardson Collegiate in Durham District School Board

4,449 participated at Super Conference 2006 including 1,035 from school librarians (up 12% from 2005). The OSLA awards reception, sponsored by Saunders Book Company, was a highlight among networking occasions. Of the 219 workshop sessions given in the 250-event conference, fifty-one were developed by OSLA. Congratulations on another wonderful year!

ROGER NEVIN
presented exciting
developments in
school library
Web pages.



OSLA's
Spotlight Speaker
**JOYCE
VALENZA**
provided
insights on
the future for
school libraries.



MARYBETH SNYDER
outlined the importance
of building global citizens



From
left to
right, 2005
OSLA President
Anita Brooks Kirkland,
sponsor James Saunders,
2006 OSLA President Michael
Rosettis, OSLA's Teacher-
Librarian of the Year, **PAT
ELLIOTT** from Simcoe County
District School Board, Simcoe
County Board trustee Craig
Hurst, and Simcoe Director of
Education Gord Campbell.

KIM McARTHUR
spoke passionately about the
Canadian publishing scene



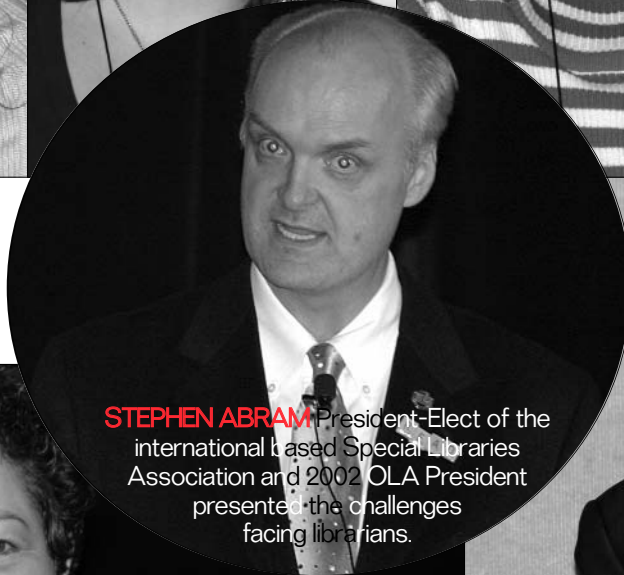
**MARCUS
BORNFREUND**
talked about the
obligation librarians
have to protect
Canadian culture.





KEVIN BRADBEEB with
OCULA's James Euczynski

From left to right: John F. Ross
Collegiate's **RAEYA JACKIW**,
KATERINA SIPEL-EITZEN and
ALISON MIKELSONS on
reading



STEPHEN ABRAM President-Elect of the
international based Special Libraries
Association and 2002 OLA President
presented the challenges
facing librarians.



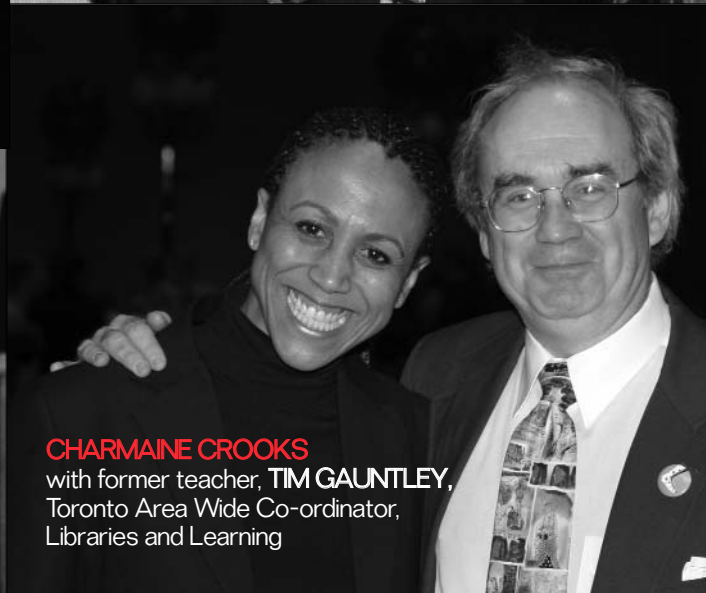
ROSE DODGSON
and **VANGELIA NITS**
on school library colla



PEGGY THOMAS
from Toronto District
School Board received
OLA's Exceptional
Achievement Award



Toronto English
Head from Adam
Scott Collegiate
CURTIS BRYAN

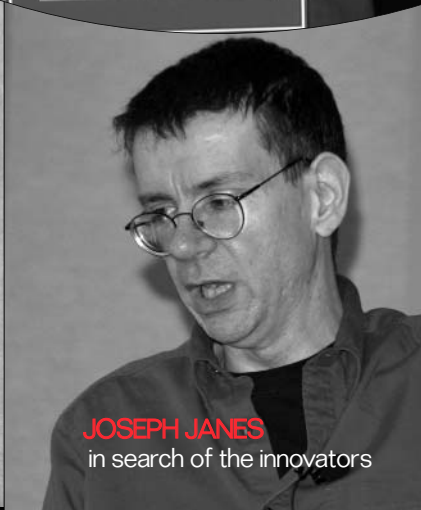


CHARMAINE CROOKS
with former teacher, **TIM GAUNTLEY**,
Toronto Area Wide Co-ordinator,
Libraries and Learning

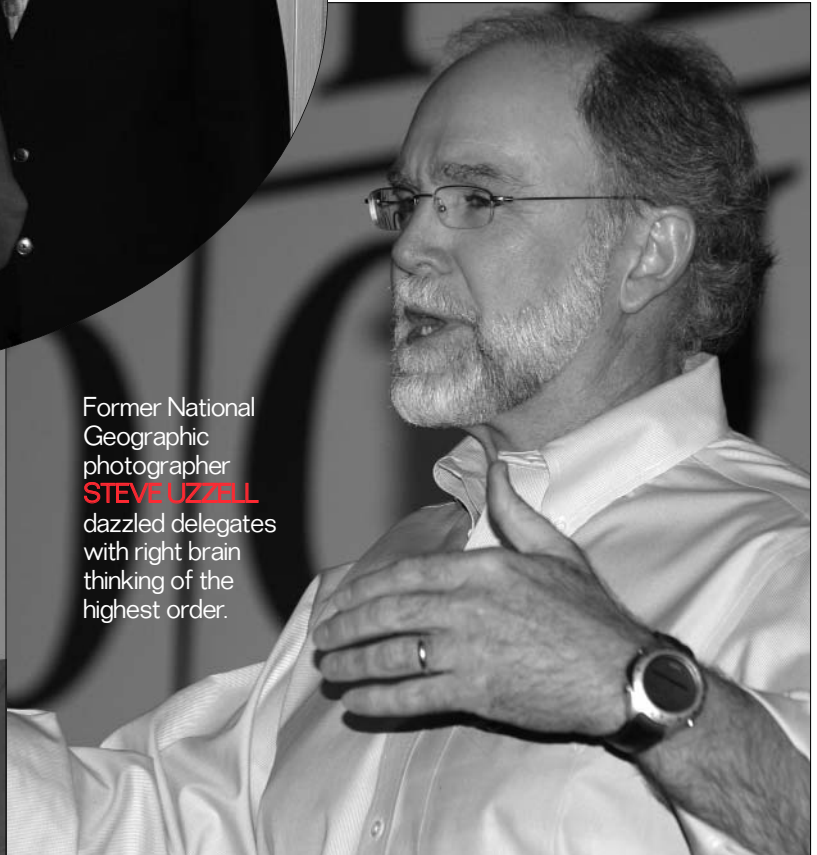


OLA Brodart Award Technical Services Library Employee of the Year
Dufferin-Peel Catholic District School Board's
RAFFAELA BARATTA
with OLA President Cynthia Archer and Brodart Vice-President Franck Chenet

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JOSEPH JANES
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LINSEY HAMMOND
from Ottawa's John McCrae Secondary School on new directions in teaching literacy

Literacy Equals Literature: A Novel Corner

Martha Martin

Wherever you turn these days, you're likely to hear the word "Literacy." It's everywhere, talked about as the key to student success and used as a buzzword in governments, funding, and administration. As teacher-librarians, we're used to being overlooked as key purveyors of literacy in the school setting, and we've already addressed in previous articles how we're working to change this situation. Now it's time to consider something else that's been overlooked in the literacy race: literature. This is the story of how one Board came up with a novel way of using it for Student Success....

The Background

As long as I've been a teacher, I've been a part of a determined group of people who have lobbied for new literature resources and novel kits within my board. The existing kits were dated, in disrepair, and not reflective of student interest. This was especially true in the intermediate area, where the reading level of most of the books suggested for intermediate students was far below grade level.

As an intermediate English teacher, I ranted and raved, but, with government cutbacks, funding was limited and my board, like others, simply didn't have money to spare. When I donned the teacher-librarian mantle, I continued to beg for new books, but it wasn't until 2002 that the first ray of light arrived.

A senior administrator in our board, Rod Peturson, who had heard me and my partners in crime rant for some time over the sad state of our literature resources, talked the Board into investing in our elementary libraries using existing funds. More than one million dollars was spent to refurbish 61 elementary school library collections, in what became known as the Elementary Library Resource Initiative. This was

great, celebrations ensued, and yet...our novel kits – the few books guaranteed to be read by students in an actual classroom setting – continued to languish. The funding just wasn't there, and without it, our hands (and purse-strings) were tied.

Fast track to the school year 2004-2005. The new Liberal government in Ontario announced the Student Success Initiative. The Ontario Secondary School Literacy Test was clearly the driving force behind the Initiative, and victory was within our grasp. Since intermediate students would have to increase their reading and writing abilities in grades 7 and 8, our Board wisely chose to use some of the Student Success funding to finally improve our literature resources. The Just Read Project was born!

The Just Read Project

Rather than simply purchasing new class sets of novels of a more recent vintage, a great deal of time and thought went into setting up the Just Read Project to reflect the best information we have about kids and reading...the essence of literacy, in my opinion. Before we officially began, our team sat down and crafted a vision of what the Project would look like when we were finished. This helped us define the goals by which we would determine our own success.

We knew we wanted multiple genres so teachers could best cater to student interest, as well as their own. We knew we needed books that reinforced topical themes and subjects of interest to adolescents, like prejudice and the World Wars. We definitely needed things that would appeal to reluctant readers, gifted readers, and even learning disabled students. We wanted to provide teachers with an easy way to select the best possible resources for their particular students in their particular class, and to give teachers a variety of ways to use the resources.

We committed ourselves to finding a way to

Concept for Student Success

offer guidance to those teachers who might not have read the resources, or who might not have a knowledgeable or available teacher-librarian with whom to partner or to ask about book selection information. Lastly, since we didn't have enough funding to purchase both fiction and non-fiction kits, we made it a goal to offer at least one related non-fiction resource in each kit. In this way, students would be able to learn more about their topic or book setting, and contrast the conventions of fiction and non-fiction in an interesting way.

With our goals set, we got down to business. We decided that each kit would contain six copies of the novel and one non-fiction resource. Teachers could use our board's kit booking system to select anywhere from one to six copies of a kit, allowing for literature circles or a whole class novel approach. Popular titles are more plentiful, while the more unusual or specialized topics are single kit options. The novels cover a range of reading levels, and we've tried to get away from classifying them by grade level, by indicating required reading ability instead.

We decided to create the Just Read Web site to introduce the new resources to intermediate teachers and help them find what they need. Our select group of book reviewers with specializations in intermediate students, young adult novels, reading theory, and/or librarianship set out to review and promote each title in a teacher-friendly, ready-to-use way. We've included a summary of the plot, the applicable themes and genres addressed, the kind of kid we think would most like the book, and anything controversial a teacher might want to know ahead of time (e.g., death of a character).

We gathered Internet resources to go with each novel and posted these on the Web site, as well as a host of literature activities and ready-to-use rubrics, literature circle resources, various lesson plans, project ideas, etc. We also created a useful page for teachers who might not know where to start, linking the chosen resources by subject or genre, so that teachers aren't overwhelmed. With

almost 80 titles, it can be a bit daunting to have to choose! We hope to incorporate a blog option in subsequent phases, so students can chat with each other about their learning and opinions in a meaningful and authentic way...sort of a "universal literature circle." The learning opportunities are truly endless....

As this article goes to press, our kits are now being used in schools, and response has been huge. The project was officially launched in January, and a recent Focus Group has already met to assess the user data. There is definitely a buzz through the board, as those intermediate teachers who, like me, have been waiting for years, have at last been able to place new, quality resources into the hands of eager students. The excitement is actually palpable. I believe "student success" is guaranteed, and I'm proud to have been a part of such a valuable – and novel – solution. ■

**To explore the
Just REad Project
Web site**

[www.gecdsb.on.ca
/sub/schools/
elem/lps/
just%20read/
start.htm](http://www.gecdsb.on.ca/sub/schools/elem/lps/just%20read/start.htm)



Camp Applec Fun

The tents looked cozy, as did the sleeping bags hanging from the clothes lines. The fire was crackling and the smores tasted, oh so good. It was a perfect setting - except that the temperature was minus 20 and the campsite was actually the gym at Applecroft Public School.

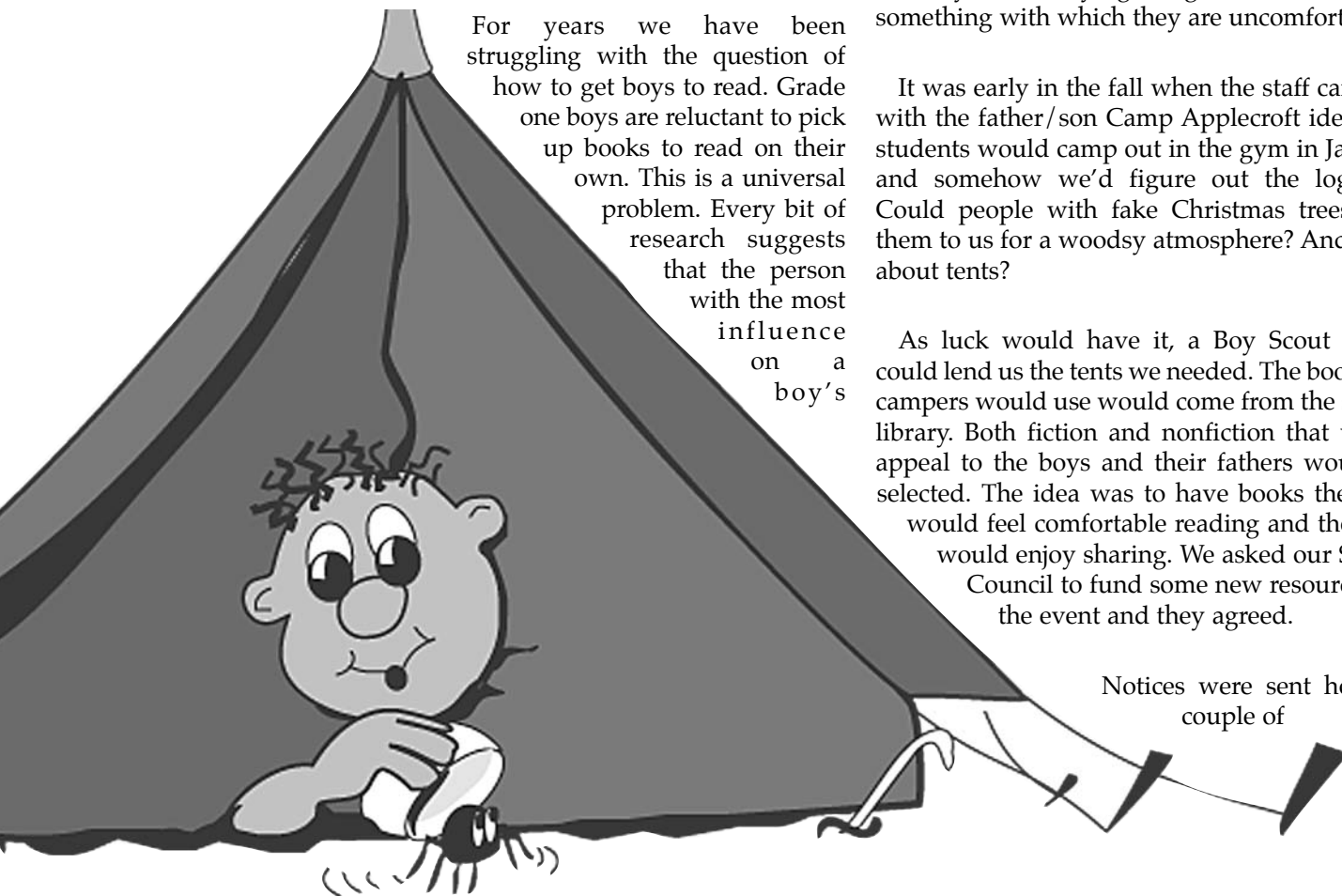
growth as a reader is his father. Like everyone else, we wanted the boys, both those in grade one and those in the rest of the school, to become better readers. It had to be something fun, interesting, and unique, something that boys could buy into and that wouldn't have that feeling of hokiness that sometimes comes across when you are trying to get students to do something with which they are uncomfortable.

For years we have been struggling with the question of how to get boys to read. Grade one boys are reluctant to pick up books to read on their own. This is a universal problem. Every bit of research suggests that the person with the most influence on a boy's

It was early in the fall when the staff came up with the father/son Camp Applecroft idea. The students would camp out in the gym in January and somehow we'd figure out the logistics. Could people with fake Christmas trees loan them to us for a woody atmosphere? And what about tents?

As luck would have it, a Boy Scout leader could lend us the tents we needed. The books the campers would use would come from the school library. Both fiction and nonfiction that would appeal to the boys and their fathers would be selected. The idea was to have books the dads would feel comfortable reading and the boys would enjoy sharing. We asked our School Council to fund some new resources for the event and they agreed.

Notices were sent home a couple of



roft:

Promotion of Literacy Among Boys

Bill Ferguson

weeks before the event to inform the parents and toonies were collected to help cover the cost of the smores we planned to provide towards the end of the evening. Prizes were donated by the teacher-librarian and local businesses so those who attended could be rewarded with books.

One January night after school, the gym was transformed into a campground. Tents were set up in a circle and lines were strung on which to hang sleeping bags and clothing. Trees and a campfire (created through a VCR/TV playing a crackling fire) helped establish a forest-like atmosphere. Camp chairs were set up and used for reading. Seeing the satisfaction on the fathers' and boys' faces as they read together was priceless.

Our goal was to demonstrate a positive reading experience between fathers and sons. Capitalizing on the Camp Applecroft event, we staged a second event the next day called, "Men Can REad Day." While the tents were still up, we invited male community figures such as a store owner, a local dentist, a firefighter, a police officer, the mayor, and a few hockey players from the local Jr. A Team to visit the school and share their love of reading with the primary students. This was to give the primary students an opportunity to see that different men from many walks of life enjoy reading and read well.

The girls, of course, were livid! How dare we provide something so interesting and fascinating for the boys and not invite them! They demanded to know what were we going to do

for the girls. A girls' math and science night was born where girls and their moms would come in to bake, measure, and discuss math concepts... but that is another story!

The second year we did this, we had Camp Applecroft for Girls and Moms as well as Camp Applecroft for Boys and Dads. Both nights were resounding successes, which demonstrates that it doesn't take much in terms of money to make a difference in the life of a child.

To make Camp Applecroft a reality we needed to:

- set a date;
- arrange for equipment, including tents, sleeping bags, chairs, Christmas trees, and a camp fire;
- send notices home to parents;
- establish a small budget to help cover cost of things like the smores;
- identify and obtain books from the school library, both fiction and non-fiction, that would appeal to boys;
- select a camp setting, make all the arrangements, and set up the camp. ■

Creating a Literacy Carnival @ your library[®]

Promoting Student Success on the Ontario Secondary School Literacy Test

Breen Bernard and **Susie Plumpton**

At Oshawa Central Collegiate Institute, we wanted to further develop a school-based strategy to help our students be more successful on the Ontario Secondary School Literacy Test (OSSLT). This article outlines how we created a Literacy Carnival, which included the training of staff and students to help us meet this objective.

Since students are asked to write a newspaper article using the 5 Ws as part of the Literacy Test, we thought it would be fitting to use that model in this article.

WHAT is a Literacy Carnival?

Our Carnival was set up to help train the students to use OSSLT strategies. We knew we had to create an atmosphere of fun and inspiration if we were going to survive an entire day in the library with approximately 25 grade nine students. We created a prize table and had lucky draws throughout the day. We used motivational music and video clips to provide inspirational messages and establish an energetic atmosphere. Our goal was to coach the students into believing they had the tools to successfully take the Literacy Test.

WHEN is the Literacy Carnival?

We booked a week in May and invited the

eligible grade 9 students to our Carnival. In October of the following year, just prior to the actual test days, we invited the students back into the library for a shortened Review Carnival to refresh their memories about the necessary strategies. It was at this time that we laid out exactly what was going to happen on the test days, which helped alleviate the stress many students feel prior to taking an important test.

WHERE is the Literacy Carnival?

As teacher-librarians, we all know there is a direct link between literacy and libraries, so it only seemed natural to run this event in our library. This event provided an opportunity to advocate the important role the library and teacher-librarians play within a school.

WHO comes to our Literacy Carnival?

We sat down with Guidance and Administration and created a list of Grade 9s who were not only eligible to write the test but who would benefit from this Carnival. Using discretion, we invited only those students we thought would participate willingly. The Carnival would not work if we had to deal with behavioural issues all day. Our Administration Team was very supportive and played an important role in enforcing the importance of the Carnival and helping us set the tone for the event.

WHY do we run a Literacy Carnival?

This challenge of training our students and improving our overall success was too big for any one department or any committee to undertake. With this in mind, we set out to train our entire staff on what EQAO wanted to see in the writing and reading answers on the test. Our goal was to ensure that everyone was teaching the four types of writing and reading strategies in the same manner. Most importantly, to help get staff on board with this initiative, we divided the reading and writing components between the departments to ensure the task was not too overwhelming for teachers, who also had to deliver their own curriculum.

Using the EQAO models for writing and reading allowed us to ensure that students were receiving the same message in each and every one of their classes, in all subject areas. We asked staff to set up their practice lessons following the layout from EQAO, so their assignments would mimic the layout of the actual test. By training our staff, we created a sense of consistency throughout the school. Students practiced four kinds of writing and were well prepared for the OSSLT.

We have recently been involved with training teachers in our feeder schools, using the same models and methods outlined in this article, to ensure consistency at an even earlier grade level. This has become a truly meaningful link with our feeder schools.

HOW do we run a Literacy Carnival?

We booked out one week of the library to run the grade nine Literacy Carnival. We divided the eligible students into five groups and invited each group in turn to spend an entire day in the library learning strategies for success on the literacy test. The point of the day was not to have students write a mock test. How do you start? What is the question asking? What are the strategies for answering the question? How much do you write? By showing students how to meet EQAO standards for acceptable responses, we ensured that, no matter what the topic was on the next test, students would know what was required in their writing.

Preparation for Test Day

Lists were posted outside of classroom doors three days before the test days so students could confirm their test locations. Just knowing where they would be writing was an effective stress-reduction technique. Students were told that when they entered the testing room they would find their name on a desk with a free pen and highlighter. These little gifts had a huge impact on the students' confidence.

Perhaps the greatest impact on the test days happened in our cafeteria. We invited all the students who were writing the test to have a free nutritious breakfast in the cafeteria. Studies have shown very clearly how important this is for success and energy. We had the cafeteria set up to show our motivational video clips. We calmly reviewed some of our strategies and asked students to visualise opening their test booklets and seeing a task in front of them. Finally, we told the students that they were surrounded by their Guardian Angels that day in the form of all our staff. As students were leaving the cafeteria to go to their assigned rooms, our entire staff lined the hall and clapped them onto the playing field just like a football team. As corny as this sounds, both staff and students were touched by the event. Our students felt good about themselves as they walked into the testing rooms. They were well prepared and they knew it.

We were thrilled when we received EQAO's preliminary results, which indicated we had a 90% success rate on the October 2004 OSSLT. This was an improvement of more than 30% over previous years. We are confident that actively teaching test strategies and working to improve our students' confidence in themselves and their ability to succeed had a huge impact on our results. ■

Hosting a Family Literacy Night

Michelle McGahey

Our school, Holy Cross School in Kemptville hosted a Family Literacy Night on Jan. 27, 2005 that happened to coincide with the National Family Literacy Day as named by the ABC CANADA Literacy Foundation in 1999. It turned out to be a very successful and well-attended evening with parents learning and children having fun celebrating their literacy. In one's role as a teacher-librarian, one is looked upon as a leader in the school for promoting and encouraging literacy within the school community. You may have thought about hosting a family literacy night or teachers or administration may have made the suggestion. Here are some thoughts, suggestions and guidelines.

Needs

The idea for a Family Literacy event at our school came from two recognized needs:

- Teachers wanting more time to share reading strategies with parent working with children at home on their reading;
- Parents wanting more information from the teachers with regards to how best they could support and encourage their child with reading while at home.

The school did hold a Curriculum Night every year in the fall, but there was never enough time to properly inform parents about reading strategies or demonstrate how they could best assist their children in reading and writing.

Within your own school, you need to take a look at your needs with regards to literacy and your parent population. Is there a need for more

information sharing time between teachers and parents? Is there more of a need to bring local parent resources to your school for support and information? How does the staff at your school define literacy?

Purpose of the Literacy Event

The teacher-librarian with the support of the administration of the school took on the coordination of the Family Literacy event. After determining the interest and support of teachers, through an invitational request, the next thing to be realized was the purpose and format of the evening. At our first meeting, teachers decided that the Family Literacy Night would be one of information sharing with parents. Some schools have made their Family Literacy Night one of celebration, with shared parent and child activities, author visits and book fairs. As a planning group or school staff, you need to determine the purpose of your Family Literacy Night and what you hope to obtain as an outcome of the event.

Format

At a first meeting, dates and times were decided on. Teachers felt that they did want to have parents gather in the gym for a main guest speaker; perhaps a leader from the school board who could speak on the results of studies done and changes in the province that have occurred with regards to literacy and the teaching of reading.

Teachers felt that to be able to receive a good turnout of parents for an informational type of format, students would have to be invited to

ht at your School

come as well. From that evolved an idea of divisional workshops and children's activities that would take place following the guest speaker presentation.

The format of the evening needs to be decided. Will your school have a guest speaker? Will your school invite an author or host a book fair? Will you plan workshops for parents? Will you invite the students and what will they do? What night and what time would be best for those involved? Where will you hold the event?

Staff Involvement

In our school, there was a large staff involvement. We are a large elementary K – 6 school with a population of 580 students and a staff of 32 teachers. Many teachers had seen the need for sharing information with parents, many teachers had taken reading courses and wanted to share their findings, and many other teachers had been appraised and felt that they would like to do more with their partnering with parents in educating children. Our administration supported the Family Literacy Night from the beginning and the idea was presented to teachers as a voluntary activity.

At the planning meetings, it was determined who would be presenting at each division: Kindergarten, Primary and Junior. We ended up with teams of teachers who met together to come up with a presentation for the parents within each division. Relief time was given to these teachers to help them plan their presentations.

Another group of teachers were not comfortable

speaking in front of parents in a presentation format, but offered to plan and lead children's activities at the Kindergarten, Primary and Junior levels. Other teachers offered to do other jobs such as refreshments, decorating and taking care of the free book draws, gently used book table, recruiting and organizing student greeters and doing the daily announcements on the intercom to advertise and build excitement for the event.

You need to determine what kind of staff support you will have in the planning of this event. If you decide to do workshops, do you have teachers who will lead them? If you are going to have children's activities, do you have staff that will plan and lead those? Can you delegate some planning activities to other staff members? You do need a team of people to support you with the execution of this event.

Sponsors

One of the teachers at the planning meetings brought up the idea of sponsors that would support our event in the form of free book draws and door prizes and also with refreshments or other needed things. We did end up drafting letters requesting sponsorship of our event from local businesses and book publishers that our school supports. In return, we promised that we would advertise the name of our sponsors within our local community in newsletters and within the advertising of our event.

One resource that was invaluable in the planning of our family literacy event was the micro Web site provided by ABC Canada

(www.fld.jaf.ca). Within this site was lots of information that could be downloaded or ordered to support the coordination of such an event. An event planning guide, sample press releases, sample letters to sponsors, certificates for those who supported the event, tip sheets for parents and many other great resources were available.

Our local sponsors provided us with refreshments for the children and our parent council provided funds for the refreshments for the parents. Local book stores and book publishers that our school purchases from provided us with free books and other items that we could give away as free door prizes to parents.

You need to get help with finding and obtaining sponsors. Who will you ask to support your event? Who will you get to help you with this? One thing that we learned is to contact the companies or sponsors by phone ahead of sending a fax or letter request to obtain the name of the person who would be responsible for responding to your request.

Handouts

Teachers who were presenting did formulate their own handouts, but there are many other wonderful publications available for parents on literacy. We received the following publications:

Helping Your Child Learn to Read
– A Parent’s Guide
Ministry of Education of Ontario,
[www.edu.gov.on.ca/eng/document/
document.html](http://www.edu.gov.on.ca/eng/document/document.html)

Home Reading Guide - Literacy for Life
Ontario English Catholic Teacher’s Federation,
www.oecta.on.ca/forparents/piflyers.htm

A Child Becomes a Reader:
Proven Ideas for Parents from Research --
Kindergarten through Grade Three

Put Reading First:
Helping Your Child Learn to Read
National Institute for Literacy
www.nifl.gov/

We did offer these handouts to parents and they came to us free from the above organizations. There are many others out there. Check with your teachers’ federations and the provincial ministries and surf the net. If not free, many can be received at a very small fee.

Media and Advertising

The teacher-librarian took on the task of contacting the media and advertising the event. Press releases were sent to local newspapers and radio and television stations to advertise the event. When developing a media contact list, consult the Canadian Community Newspapers Association (www.ccna.ca) for contact information for your area.

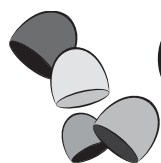
Posters, newsletters home to parents, and daily announcements on the intercom to students were part of the build up and advertising for the event. Once again, ABC Canada will provide you with 100 free posters to advertise your event. You just need to add your specific details to each poster.

An invitation was prepared for parents that included an RSVP in order to determine the number of parents and children planning on coming to the event so that proper preparations can be made for the refreshments that were offered and to plan for needed physical space and chairs for people in attendance.

During the event, pictures were taken. Articles were written after the event and again sent to the media. An event evaluation was sent out to parents as well with the next school calendar newsletter. A free book draw upon sending back the evaluation was motivation for parents to complete and return it to school. Teachers wanted this evaluation to help plan for the following year’s event.

You are advised to set up a group of people who can divide up the tasks of advertising and media releases and announcements. Do you have a list of local media contacts? Who can do the hanging of posters in the school and the community? Who can write up the press releases and send them off? Who can script out and deliver the daily announcements to the students? Who can

WHY?



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draw up an evaluation survey after the event?

Events Checklist

Being organized and managing all that needs to be done is easier if you can follow a timeline. If your school wants to invite an author or popular guest speaker or theatre group, you may have to adjust your timeline to accommodate the booking. Our school started planning the Family Literacy Night about eight weeks in advance with holidays in between. Here is a sample checklist of things to be considered to get you started with your own list.

Eight Weeks Ahead of the Event

- Determine the interest of the event with staff members and school administration
- Invite teachers to a planning meeting to discuss purpose, format, date and time of the event. Brainstorm for activities, workshops, guest speakers, and ideas.
- Select a team among the interested staff and assign tentative roles. Divide up the tasks. For example you may need presenters for workshops to parents, children's activity leaders, media coordinators, equipment coordinators, and sponsorship coordinators depending on your event.
- Decide on location(s) and required equipment (sound system, another LCD projector or screen) of the event and book offsite if necessary.

Seven Weeks Ahead of the Event

- Identify possible guests; guest speakers, local celebrities, or local authors or politicians who could be invited to your event. Prepare an invitational letter, call or e-mail them, inviting them to attend.
- Work with the sponsorship coordinators to draft a letter and potential list of sponsors who may support such an event.
- Make the necessary phone calls to obtain the names of the contact people for sponsorships and fax, mail and e-mail for their support promising to advertise their name in return.

Six Weeks Ahead of the Event

- Hold a planning meeting to finalize format and schedule of the evening.
- Firm up roles of teachers for this evening. Discuss relief time for teacher preparation. Discuss required audio-visual equipment needed for presentations or activities.
- Share responses of potential guests and sponsors.
- Send out e-mail, phone, or written requests for free handouts for parents from organizations that provide brochures and information to parents on literacy.
- Decide on details of the theme; children wearing pyjamas to the event, admission being a gently used book, free door prizes, etc.

Five Weeks Before the Event

- Work with the media coordinator or team to prepare and update a media contact list.
- Prepare news releases, posters for advertising, and newsletter articles to advertise the event in any way possible.
- Follow up with invitees to confirm their attendance.
- Check in with teachers regarding their presentations and ideas for children's activities.
- Follow up with sponsors by phoning, e-mailing or dropping in to determine their support.

Three to Four Weeks Before the Event

- Meet with teachers involved with the parents and children to firm up information in preparation of an invitation for the event.
- Identify people to assist with refreshments, furniture arrangement, student helpers, door prize wrapping, door prize tickets, and decorations.



- Provide these people with written guidelines or instructions for their duties.

Two Weeks Before the Event

- Send out the prepared news releases and follow up with phone calls after a few days..
- Divide up free handouts that are arriving for parents.
- Pick up sponsored items donated by sponsorship companies and businesses. Put recognition labels inside donated books and on other items and wrap up for door prizes. (We received educational games, free movie passes.)
- Purchase materials needed for activities and presentations.
- Begin announcements in the school to motivate student body. Free book giveaways, guess the author contest, etc.
- Purchase thank you cards and gifts for the guests.
- Send out the invitation to the parents with an RSVP.

One Week Before the Event

- Meet with the teachers involved to firm up details of the evening and finalize schedule of the evening. Assist any with presentations or ordering of movies, resources, etc.
- Design and make up a program or Power Point presentation to welcome parents and that states the schedule, locations, times and activities of the event.
- Continue announcements to students daily and send out another reminder invitation to parents.
- Tally the RSVP's and collect the pertinent data as to who and how many are planning to attend and share with all organizers.
- Confirm with guests about their attendance and any special requirements they may have.
- Plan who is going to welcome and thank guests and speakers.
- Send out a media reminder to media

contacts before their due dates for the week.

- Finish picking up sponsored items and wrapping give away gifts.
- Plan refreshments needed and purchase or obtain related equipment; coffee makers, kettles, cups, etc.
- Plan and prepare for a literacy activity with the students during the day of the Family Literacy Night. Our school did a Stop, Drop and Read activity after the lunch recess where all teachers switched rooms to do read alouds to the students.
- Check that all need audiovisual equipment is functioning. Check out lighting.

Day of the Event

- Contact the media to confirm attendance at the event.
- Pick up any required equipment that is being borrowed such as audio systems, screens or coffee makers.
- Pick up any refreshment needs for the children or adults. (We picked up the juice and cookies that had been donated by a local grocery store).
- Provide the custodial staff with a map of locations and required set up.
- Assist teacher and custodians with set up after school.
- Check that all equipment is working.
- HOLD YOUR EVENT!! and assign someone to take pictures.

One Week After the Event

- Write and give out thank you notes to all who assisted with the Family Literacy Night.
- Prepare certificates of participation for teacher's portfolios and hand out.
- Prepare a news article on the Family Literacy Night and send out to the media with digital pictures.
- Prepare an evaluation survey to include in your school's monthly newsletter for parents to fill out and return. (Parents surveys will be put in for a free book draw)

Two Weeks After the Event

- Go over the evaluation surveys and prepare a report to those involved including compliments and suggestions for next year's event.
- Compile all your contacts and information into an organized filing system for next year's events.

The Outcome

The Family Literacy Night at our school had more than 150 parents attend with more than 200 students accompanying them. Teachers improved their skills at presenting to parents and parents stated that they found the information helpful and interesting. Children had fun at their activities and were very excited to be at the school in the evening wearing pjamas and sharing books with friends.

Best wishes to those of you who plan a literacy event at your school. It does require some planning and organization, but the outcome is well worth the effort and hopefully, as with most things, the second time will be easier! ■

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Adapted with permission from *Teacher Librarian: The Journal for School Library Professionals, K-12*. Vol. 32:5. June 2005, pp. 28-30. www.teacherlibrarian.com

IDEA FILE

PAOLA BARBUZZI, Riverside High School, Windsor writes:

I want to share with you a very exciting event in which Riverside High School in Windsor participated on October 24 last fall, National School Library Day (NSLD).

Two weeks earlier, we partnered with Roseville Elementary School for a book drive/book swapping event to celebrate NSLD. Riverside held a book drive and managed to collect a whopping 1,025 gently used elementary-level books to be donated to Roseville. The books were delivered on Friday so that the event room could be set up and ready for Monday, October 24, National School Library Day.

That morning our Leadership class and their teacher travelled to Roseville to help run the event, read to students and talk about the importance of reading. Students at Roseville traded tickets they had earned by bringing in

books, doing good deeds, etc. for the books donated by Riverside students. They later had a D.E.A.R. period as well as a Buddy Reading period with the older students. Channel 9 news covered the event and aired the segment that evening.

Gordana Grmusa, a grade 5 teacher at Roseville, was largely responsible for organizing the event at their end and has reported back to me that it was a great success! The Leadership class here at Riverside has also expressed their positive feelings about having been involved in the event. The Roseville students also sent back thank-you cards which we will be featuring in our display case at the front of the school.

We certainly had a happy National School Library Day. ■

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The Ontario School Library Association has had an extraordinary year. Energized by the positive developments achieved under Bobbie Henley's leadership in the previous year, we have made major strides in advocacy and curriculum, and have reached a critical crossroads in moving forward with school library issues in Ontario.

In my remarks as the incoming president at last year's Annual General Meeting, I talked about the need to transform decision-makers' understanding of school library issues. We were coming out of several years of tireless advocacy on the part of OSLA, OLA, TALCO (The Association of Library Consultants and Coordinators of Ontario), OCSL (Ontario Coalition for School Libraries) and many other individuals and groups. We had conveyed our message loudly and clearly, and there were some hopeful signs that perhaps we were being heard, but did that mean that we were going to see concrete improvements in the school library situation in Ontario? All indications are that we are potentially at the beginning of major improvements and broadening support.

Investment in School Libraries, K-12

Last spring, the Literacy and Numeracy Secretariat of the Ministry of Education announced a \$17 million

dollar grant for school library resources, to be allocated on a per-school basis. This meant that every school library was to receive approximately \$3500 to invest in resources. The memo issued to school boards recognized "the critical role that school libraries play in improving student achievement". There were very clear indications that not only was the provincial government becoming engaged in improving school libraries, but that they were also very interested in having the support of OSLA and OLA. Representatives of both organizations were consulted before the memo was issued. The Literacy and Numeracy Secretariat, TALCO and OLA cooperated in supporting under-resourced school boards in selecting resources, with the creation of OLA's on-line database of recommended resources, created by OSLA past president Cathi Gibson-Gates.

A further indication of the government's desire for our support came when we were invited to participate in the public announcement of the grant, which took place on May 26, 2005. OLA Past President Liz Kerr was invited to introduce Education Minister Gerard Kennedy, who made the grant announcement. As OSLA President, I was invited to respond. The OCSL

ONTARIO SCHOOL LIBRARY ASSOCIATION

Annual Report 2005

Anita Brooks Kirkland

Presented at the OSLA Annual Meeting, February 2, 2006

was represented by Helena Aalto, and OLA Executive Director Larry Moore was also on hand. The event gave us another opportunity to recognize this positive first step for improvement in school libraries.

During the week before school started this past fall, OSLA Vice-President Michael Rosettis and I were invited to attend a media event, where Premier Dalton McGuinty and Minister Kennedy visited a school to deliver new books to the library. We took the opportunity to engage the premier in discussion about school library issues.

OLA Research Study

The big news at last year's AGM, and the inspiration for our new sense of optimism, was the Ontario Library Association Board of Director's announcement of funding for a research study into school libraries and student achievement. On October 24, 2005, National School Library Day, I was given the honour of announcing the board's decision to fund a proposal from People for Education and Queen's University for a study linking data from People for Education's tracking reports and raw data from EQAO standardized tests. Other platform guests included Annie Kidder of People

for Education, Catherine Mitchell of the Ontario Coalition for School Libraries, and children's author Paulette Bourgeois. Results from the study are expected imminently. Our expectation is that the study will ask more questions than it answers, and our hope is that it will lead to further, much-needed research.

Teacher-Librarian's Toolkit for Evidence-Based Practice

A group of OSLA members took on the very important task this past summer of creating the Teacher-Librarian's Toolkit for Evidence-Based Practice. The toolkit offers fabulous resources for teacher-librarians to gather the evidence of their program's influence on student achievement, and to use that evidence for assessment and for advocacy. The toolkit shows us how to engage in data-driven decision making in education. This Web-based resource was launched at the beginning of the school year, to much acclaim. On behalf of OSLA, I would like to extend my congratulations and my thanks to the writing team, led by Past President Bobbie Henley, and including Kevin Bradbeer, Michael Rosettis, Carol Koechlin and Peggy Thomas. We extend our thanks also to OLA staff member Jennifer Marriott who designed the toolkit Web site, with support from

Andrew Ryther and Larry Moore. Partial funding for the toolkit project came from a grant from the Ontario Secondary School Teachers' Federation (OSSTF).

Be The Change: Curriculum Resources for Global Citizenship

Another huge writing project took place over the summer. A group of OSLA members, lead by Peggy Thomas, took on the task of creating a package of literature and inquiry-based lessons for Kindergarten to Grade Twelve on the theme of Global Citizenship. The team worked extremely hard, and the Be The Change Web site was launched this past autumn. The project is part of OLA's Africa Project, and was driven by Peggy's inspiration and her vision of using this opportunity for students to Be the Change, personally, locally and globally. I was very fortunate to be a part of this writing team, along with Michelle Flecker, Sybille Parry, Marybeth Snyder, Lisa Teodosio and Aislinn Thomas. We are also very grateful for the support of OLA Executive Director Larry Moore and to Andrew Ryther for his inspired design and tireless efforts on our behalf. Peggy is a recipient of this year's OLA President's Award for Exceptional Achievement for her leadership with this project.



The value of the escalating media interest OSLA has attracted cannot be underestimated. Government decisions are hugely influenced by press comment.

The *Evidence-Based Practice Toolkit* and *Be The Change* have both been presented at several conferences and workshops, at various school boards and through The Partnership's Education Institute, and have been extremely favourably received.

Think Literacy Cross-Curricular Approaches: Library Research

Last year OSLA contributed support materials for the Ministry of Education's Think Literacy project, with *Teacher-Librarians*, a resource to support independent reading. Once again this year, the Ministry accepted OSLA's proposal, and the result is this excellent new resource document linking the OSLA Four-Stage Research Process to Think Literacy strategies. The writing team was lead by Carol Koechlin, with Jo-Anne LaForty and Jim Neill, and with me serving as editor and technician. Both documents are available on the OSLA Web site, and the Ministry's Think Literacy Web site.

OSLA Web site Renewal

Driven by the need to update our Web site and to make it a vibrant and relevant resource, we took on the task of completely re-designing,

editing and refreshing the purpose of the site. I had the pleasure of working closely with the OLA's Andrew Ryther on this project, with consultative support from Michael Rosettis. The new site's design is consistent with the OLA and other divisions' Web site design, exploiting the possibilities of links between sites and emphasizing the cohesion of the organization. The OLA has also established a Web site committee, where I serve as OSLA's representative.

OSAPAC Advocacy

The OSLA has been very engaged in advocating for the Ontario Digital Library Project, now called Knowledge Ontario. In support of this project, Council decided last year to undertake an advocacy campaign for teachers to complete the on-line survey used by OSAPAC (Ontario Software Acquisitions Program Advisory Council) to gather input from teachers into priorities for provincial software licensing. As a result of our efforts, OSAPAC has identified on-line resources / databases / subscriptions as a licensing priority. The Ministry has just announced that it has negotiated a two-year license to Encyclopédie Hachette Multimédia. There has been no announcement of

a license agreement with an English-language resource.

After the close of the last survey period, the OSAPAC committee invited me to participate in a conference call. They indicated that while our advocacy campaign had had some success, response was likely not as good as we had hoped. In light of this, and with the desire to keep this crucial need as an OSAPAC priority, OSLA is renewing its campaign, and we encourage everyone to complete the current on-line survey, and to advocate with teaching colleagues to do the same.

Council Leadership

I had the pleasure of chairing four very stimulating and productive OSLA Council meetings this year. It is this group that drives OSLA's efforts, debates advocacy strategies, initiates projects and sees them through to conclusion, and represents us across the province. Council members give up their Saturdays and come in from far distances to carry on this valuable work. I would like to take this opportunity to thank this group for their outstanding efforts.

Super Conference

This year's Super Conference provides evidence once again of the vibrancy of school library program leadership, with over sixty school library specific sessions. This is due in large part to the tireless efforts of our members of the planning committee, Carol Koechlin, Michael Rosettis, Kevin Bradbeer and Lisa Teodosio. Carol, Michael and Kevin will be leaving the committee after this conference. Lisa, who came in recently to coordinate convenors, will be staying on, along with new

recruits Bobbie Henley as chair, and Pat Elliott. Super Conference continues to be the highlight of my professional year, a sentiment held by a huge number of people, and we extend our thanks and appreciation to the committee.

The Teaching Librarian

Our Teaching Librarian magazine published two editions over the past year on the themes of Literacy and Reading and Intellectual Freedom, with a third to be released soon. Many thanks go to editor Brenda Dillon and the editorial board.

Awards and Membership

Our awards ceremony this year was another resounding success. Our Teacher-Librarian of the Year is Pat Elliott of the Simcoe County District School Board, and our Administrator of the Year is Pamela Christoff of the Durham Region DSB, both of whom we were thrilled to congratulate for their outstanding contributions to school library programs. The first OLA and Brodart Award for Tech Services was presented to Raffaella Baratta of the Peel Catholic DSB. OSLA extends its congratulations to OLA and Brodart for creating this award, acknowledging the important contributions of library technicians. We would also like to sincerely thank the Saunders Book Company for once again sponsoring our awards ceremony.

OSLA member Diane Bédard was one of this year's recipients of the OLA's Distinguished Service Award. The award recognizes her outstanding and prolonged contributions to OSLA, OLITA and OLA as a whole.

OSLA membership is very healthy, with increased support from many school boards through block memberships. Many thanks go to Trevor Balla of the OLA staff for taking care of our membership affairs.

OSLA and CASL – PAC

The Canadian Association for School Libraries, under the leadership of Marlene Turkington, continues to convene meetings of its Provincial Advisory Council by teleconference and at an exciting breakfast meeting at the CLA Conference in Calgary last June, which I had the pleasure of attending on behalf of OSLA. This group provides a very valuable forum for exchange of news and ideas, and a venue for providing mutual support in advocating for school library issues nationally.

Advocacy with Teachers' Federations

OSLA sees a critical need to enlist the support of our teachers' federations in advocating for the status of teacher-librarians and school library programs. To this end, we invited ETFO President Emily Noble to our Council meeting in November. We congratulated ETFO on the recent update to their policy statement endorsing the importance of school libraries and teacher-librarians, and for their advocacy on our behalf. We presented our needs for further support. Subsequently, TALCO invited representatives from ETFO, OSSTF and OECTA to its last meeting. ETFO Vice-President Sam Hammond and Bob Fisher of OSSTF attended, with OECTA sending regrets. TALCO co-chairs Jo-Anne LaForty and Nancy Dalrymple made a compelling presentation. We

got the definite impression that our federations are very engaged in advocating on our behalf during these years between contracts, and we have taken some initial steps for cooperation between OSLA, TALCO and the federations in this effort.

Further Advocacy

As president of OSLA, I have written many letters over the past year to the Minister of Education, Premier, Deputy Education Minister Ben Levin, other officials in the Ministry, the College of Teachers, ETFO President Emily Noble, the Toronto District School Board and to several newspapers. These letters have been about many issues, including funding for resources, the Ontario Digital Library Project, OSAPAC licensing, the status of teacher-librarians, the inadequacies of the funding formula and generally furthering the cause of our profession. Besides the events I've reported on above, I also represented OSLA at the following:

- Ministry of Education Curriculum and Assessment Policy Branch Subject Association Meetings: There appears to be a new respect for teacher-librarians and new engagement in the power of school library programs from the Curriculum Policy Branch. We have received assurance that library-related expectations will have become a part of ongoing curriculum renewal. We are expecting to see evidence of this with the soon-to-be-released revised Language document. OSLA members Rose Dodgson and Tim Gauntley were on this writing team.

- Ontario Teachers' Federation Curriculum Forum: This group convenes three times a year, specifically to coordinate a response



2005 President Anita Brooks Kirkland presided at the 2006 OSLA Annual Meeting in February at Super Conference.

from federations and subject associations to Ministry initiatives and Ministry subject association meetings. The leadership from other subject associations are always very supportive with school library issues, and I would like to encourage the new OSLA Council to pursue stronger links with these groups, through the Curriculum Forum.

■ Performance Improvement in Education Conference: CASL President Marlene Turkington and I were invited to present at this small but prestigious conference late in November. Our presentation was favourably received by the audience, consisting mainly of supervisory officers and assessment specialists. After our presentation, Marlene was approached by the incoming president of the Canadian Principals' Association, who expressed interest in working with her on school library issues.

■ Toronto DSB National School Library Day Celebration: The TDSB's Library and Learning Resources department is using OSLA's Be The Change materials as a curriculum focus, and used this celebration to introduce the materials to teacher-librarians. I was very happy to represent OSLA at this inspiring event.

Our Progress: OSLA Strategic Plan

Last year OSLA Council approved our new three-year strategic plan. Reflecting on this year's events, I am very happy to conclude that we have made very significant progress in achieving the goals of this plan, which is available on the OSLA Web site. This is an incredibly vibrant organization, and our progress is due to the tireless efforts of our very talented and committed members.

I would also like to take this opportunity to thank the many other people and organizations for their support, most notably the Ontario Library Association Board of Directors and the Ontario Coalition for School Libraries (OCSL). OLA President Cynthia Archer and President-Elect Janet Kaufman both made a point of attending OSLA council meetings, and have been very supportive of our efforts. The OCSL has worked tirelessly, both in public and behind the scenes, and have been very involved in all of the major school library advocacy events and initiatives described in this report.

Throughout this report, I have mentioned the outstanding support that we receive from OLA staff. How fortunate we are as an organization

to have this infrastructure and these people! I have mentioned the staff who have worked directly on OSLA projects, but the fact is these people would not have been able to do as much as they did without the support they receive in their jobs from all OLA office staff. I encourage all members to make a point of thanking our unsung heroes in the OLA office.

This has been an incredible year for OSLA. We are at a critical crossroads in school library advocacy in Ontario. We have seen a significant transformation in understanding from politicians, Ministry officials and teachers' federations.

We must keep up our efforts. While some improvements have been achieved this year, we do not want decision-makers to be too self-congratulatory and complacent. Steps achieved this year are miniscule compared to what still remains to be accomplished. I encourage all OSLA members, and particularly the incoming council, to keep up their energy in advocating for further improvements in school libraries in Ontario.

Anita Brooks Kirkland
OSLA President, 2005
Waterloo Region District
School Board ■

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Dear Rita,

I've been the teacher-librarian at my secondary school for seven years, and although I think I run a pretty good program, I still get some teachers who insist on using the library computers as a computer lab. I have a sign-out book near my office which teachers have been asked to use, and I try really hard to work collaboratively with them on research assignments using print and other types of resources, but to no avail. Sometimes teachers book in for word processing, other software applications, or a summative that requires each student to have a computer, and they say the library is the only available place. One teacher wanted the computers all day Thursday and Friday for her music classes. This really burns me up! How can I get them to use the library for research, instead as a computer lab?

Always Giving In

Do you have any school library questions, concerns or gripes? Need advice?

**Just ask Rita!
She's reliable,
reasonable, rich in
experience...
and always right!**

**CONTACT RITA at
rita@accessola.com**

You'll never regret it!!

Dear Always,

Well, you do have a problem, but my guess is that you're not alone. Whatever you do, don't come across as a victim, to use one of Dr. Ross Todd's terms. Try to be seen as a flexible person and adapt the following strategies instead:

To convey to the staff that the computers in the library are for library-related classes and research, be sure you communicate this. Sometimes a staff "welcome" brochure, flyer or presentation can clearly convey the purpose of the library computers.

Make sure the library is a beehive of research activity. Pump up your bulletin boards with diagrams of the 4 stages of research, show off fabulous assignments and examples of student work. Broadcast the improved student achievement because of the library program, and soon more and more teachers will book in for the right

reasons. These teachers will become your best advocates. They will be the ones complaining to the principal about improper use of library resources, and you won't have to look like the bad guy.

If computer shortages is an issue at your school, inform the principal about the need for more computers. Develop a school policy on library usage to be put in place, with your administration's support, the upcoming year or new semester. This way, teachers will have lots of lead time to adjust to the new procedure. Start implementing this policy with new teachers as they come on board and accept the fact that there will always be a few dinosaurs you will never change. Don't worry. They're a minority, and probably due to retire soon.

And, if the library is free that period, why not accommodate the class once until the teacher can find another space? ■



Dear Rita,

I constantly hear teacher-librarians talking about their staff members consulting them and completing research planning guides before meeting with them to collaboratively plan units before they bring their classes to the library. Okay, is it just me? Or is everyone I talk to fibbing just a little? This is what happens in my school: The odd teacher will bring me an assignment and ask for my input, and even welcome a little teaching from me on using the school library's on-line databases, for example, but for the most part, they blatantly sign in their classes without consulting me, right in front of me! It seems every time I'm working with a class at the computers or helping a student select a book, in they come. It's even worse when I'm away for a day or two. I come back and the library is booked for the week. Honestly, I don't even know which class is coming in, let alone what the assignment is. All they do is sign their names! And half the time a supply teacher comes with the class and it ends up being totally out of control. I've tried to approach some of these teachers when they bring their classes in and I've put planning guides in their mailboxes with sticky notes requesting that they use them, but these techniques never work. If anything, some just get their backs up. I can't believe I'm the only teacher-librarian with this problem. Maybe I'm the only one who is admitting it!

Overlooked in Library Land

Dear Overlooked,

Whoa! Take a deep breath! I'll deal with one issue at a time, beginning with your 'accusation' that your colleagues are fibbing.

Honey, you need to get out more. If you did, you would know that you are definitely not the only one with this problem. This is one of the complaints I hear most often, and sometimes from some pretty seasoned teacher-librarians.

So how do you deal with it? Here are a few strategies:

- Ideally at the beginning of the year, explain to staff the process for booking classes. (If you missed that opportunity, hey there is no time like the present!!) Remind staff that you like to see the assignment so that you can be prepared too. In fact, remind them that you would like to have some input into the design of the assignment so you can ensure enough appropriate resources and ensure that the students have the

skills needed for being successful.

- Where do you keep your "library log"? Try putting it as close to your office as possible where you can easily see who is booking in classes. Some teacher-librarians even keep it on their desk and not in a visible location. Other teacher-librarians have told me that when they know they are going to be away (say to Super Conference), they put the log "out of sight".

- What does your "log" look like? Hopefully it's not just a large blank. Consider having a spot for course code or grade, teacher, # of students, computer use and lesson notes, such as the one below.

- Another thing you could do is have a sign at the book that says, "Please confer with 'Joe' before booking into the Daily Log"

- If you see someone signing in, drop what you are doing and approach that person with a smile! Try not to overwhelm when you ask in a friendly way about what he or

she is working on.

- While you're at it, have the four-stage research process visible near the "daily log" and ask what stages of the research process you could help with.

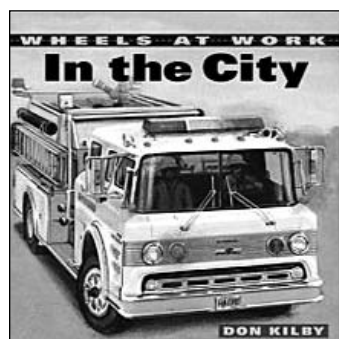
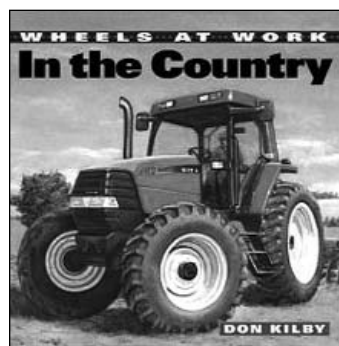
- Offer assistance, perhaps by running off student note taking sheets, or by providing a list of valuable Web sites related to the assignment. Start small and keep it simple.

- Concentrate on the positive: What about those staff members who do work collaboratively with you? Can you approach them to advocate on your behalf?

- If and when you do have to approach them about slipping in their classes, do it when they are not with their classes. Instead of sticky notes, which are rather impersonal, why not try the human touch? Join them for a coffee and try to be relaxed. Don't be defensive, just matter-of-fact.

After all, you are right. ■

Student Success is at the forefront of most teachers' motivation for teaching, and teacher-librarians are no different. Good teacher-librarians gauge student success on Evidence-Based Practice, looking for things that fit our specialized criteria. Are strong readers increasing the level of difficulty in their book choices? Is circulation increasing, especially in certain populations? Are reluctant readers actually looking forward to visiting the Library Resource Centre and finding materials that engage them in the reading process? Success breeds confidence and confidence opens doors for our students. Here are some new materials that should increase student success in your library.



**Series: Wheels at Work
In the City**

Author and Illustrator:
Don Kilby 2004
1-55337-471-1

In the Country
Author and Illustrator:
Don Kilby 2004
1-55337-472-X

Sample Curriculum Links:

Grade 3 Social Studies:
Urban and Rural
Communities

Summary:

These books tell the stories of many different vehicles seen in urban and rural settings. Vehicles range from delivery and armoured trucks to tractors and combines.

How to Use These Books:

The illustrations in these books are very realistic, making these books great read-alouds in primary classes. These books use bold type for all of the vehicle names, so a struggling reader would be able to identify the vehicle by looking at the picture and finding the bolded word. You can also use the bolded words to explain how an author uses fonts to help the reader.



Zinnia's Flower Garden

Monica Wellington
Designer: Gloria Chang
2005
0-52547-368-8

Sample Curriculum

Links:

Grade 3 Science:
Life Systems, Growth
and Changes in Plants
Junior Language Arts:
Writing in various forms

Summary

Zinnia's Garden reads very much like a picture book, but it contains a wealth of information on the growing cycle of a plant. The

illustrations are a delight, with a variety of real images and painted illustrations.

How to Use This Book:

This book is an excellent way to introduce or review the life cycle of a plant (including its parts). This book also has great step-by-step instructions for growing plants. The diary format of the book is interesting as well.

Teachers could have their students keep a journal on the growth of simple plants in the classroom. This would be a great way to include informational writing in the science class. A reluctant reader would be able to follow the simple text in this book, especially as the diary is very short and simple as well. Many pages include labelled diagrams so a struggling reader would be able to gain information in a quick and easy way. These would also allow a teacher to use the book to explain the conventions of non-fiction (including informational diagrams). The last page of the book explains how to grow your own flowers. Those students who learn through hands-on activities will benefit from these simple instructions and this excellent resource.

“Must Have” purchases for your school’s curriculum needs

Me Read? No Way! A Practical Guide to Improving Boys’ Literacy

[www.edu.gov.on.ca/eng/
document/brochure/
mereread/index.html](http://www.edu.gov.on.ca/eng/document/brochure/mereread/index.html)

This guide provides a variety of strategies to use with many reluctant readers, who, as we all know, are often boys. This resource, along with great books, could affect the success of this large group of reluctant readers. The idea of a “boys only” reading club may also encourage some “non-readers” to join in the fun! Offer food and participants are guaranteed! The following series of books would appeal to many struggling readers, boys and girls alike:

Series: Sports from Coast to Coast

Field Hockey

Helen Connolly 2005
1-404201-82-3

Wrestling

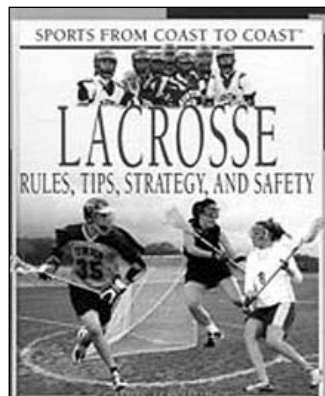
David Chiu 2005
1-404201-87-4

Lacrosse

Chris Hayhurst 2005
1-404201-83-1

Volleyball

Sandra Giddens and
Owen Giddens 2005
1-404201-85-8



Summary

The books in this series contain a wealth of information on each sport. Each book contains historical and recent photos, as well as information about all aspects of the sport. Both girls and boys are represented in the text and photos. A glossary of terms is available to help students who struggle with the vocabulary. These books expose students to many types of text, including paragraphs, jot notes, charts, and maps.

How to Use These Books:

These books would be effective in guided reading. They also are great books for students researching the history, rules, and statistics of sports. These books would entice students into the library. They could be used to promote non-fiction, which, because of the sheer amount of information and length of text in some non-fiction books, may seem intimidating to a reluctant reader.



Series: Extreme Sports BMX

Chris Job 2004
0-822512-43-2

Skateboarding

Ben Powell 2004
0-822512-41-6

Snowboarding

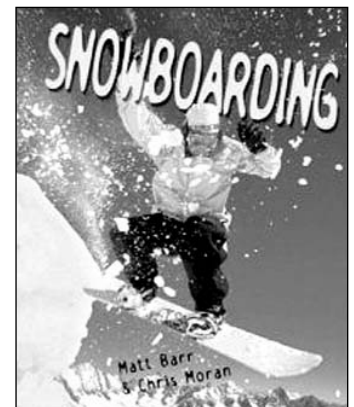
Matt Barr and Chris
Moran 2004
0-822512-42-4

Inline Skating

Steve Glidewell 2004
0-822512-44-0

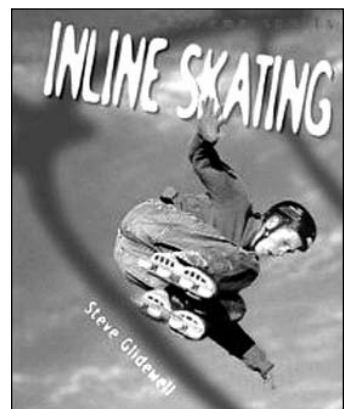
Summary

This series, as indicated by the series title, offer wonderful and exciting visuals of current extreme sports. Even the most book-hating, cool student will enjoy reading this series. Each book includes amazing graphics and is set up in magazine style, with lots of information given in short bursts of text.



How to Use These Books:

Simply display these books with a skateboard and helmet and kids will be drawn to their quick-read appeal. These books would be a great jumping-off point for student speeches that include personal insight as well as factual information. These books also provide students with further reading options and Web sites to visit, capitalizing on the computer interest of many reluctant readers.



**Student Success/
Learn to 18**

www.edu.gov.on.ca/eng/
studentsuccess/

This recent government initiative has a focus on high school students. There is a proposed restructuring of high schools to facilitate the suggested programs. The following series of books would support this new Ministry initiative:



**Series: Cool Careers Without College for...
People who Love to Work with Children**

Harriet Webster 2004
0-823937-92-5

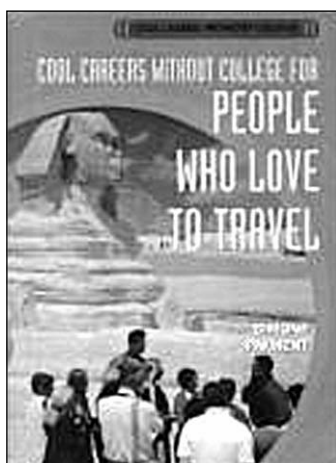
Summary

This book (and its series) provides students with valuable descriptions, training and educational requirements, projected trends and earning potential of careers...in this case related to working with children. The book also

provides students with contact lists for locating more information.

How to Use These Books:

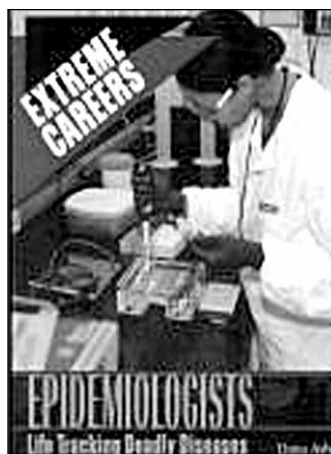
This book, and others in the series, would be a great introduction to a variety of careers during a guidance lesson on career choices. The book contains a lot of



information and could easily be used with students ranging from Grade 7 to Grade 12.

Other titles in this series:

- Cool Careers Without College for...
- People Who Love Crafts
- People Who Love to Drive
- People Who Love to Fix Things
- People Who Love Food
- People Who Love to Make Things Grow
- People Who Love to Sell Things
- People Who Love to Travel



**Series: Extreme Careers
Epidemiologists, Life Tracking Deadly Diseases**

Dana Asher 2003
0-82393-633-3

Archaeologists, Life Digging Up Artifacts

Holly Cefrey 2004
0-82393-963-4

Adventure Tour Guides, Life on Extreme Outdoor Adventures

Cherie Turner 2003
0-82393-793-3

Summary

This series of books introduces students to non-traditional, extreme careers. These books explain the skills needed for each job, as well as required education and experience. The history of each profession is included. Students will be able to continue studying each



career using the For More Information and the For Further Reading chapters in each book.

How to Use These Books:

These books would work well in any Intermediate or Senior level guidance class. Students could be introduced to these careers and then asked to continue researching them using the references provided. ■

News notes from around the world

Canadian Representation at the 2005 IASL Conference

Last July, Jeanne Buckley, the teacher-librarian at St. Clement Catholic School in the York Catholic District School Board, presented her research on School Library Co-ordinators at the conference of the International Association of School Librarianship in Hong Kong. The conference sessions included research and best-practice presentations from around the world. Tours of local libraries were also a highlight. The twelve Canadian delegates included Susan Derbyshire from Valley Farm Public School in the Durham District School Board, and Virginia Lam, a teacher-librarian from Vancouver who had taught previously in Fort Frances. After the conference, many delegates took the opportunity to tour different parts of China and Asia. The 2006 IASL conference will be held in Lisbon, Portugal.

—Jeanne Buckley ■

A Loss for the World School Library Community

Dr. Anne Clyde, one of the International Association of School Librarianship's most active members, died suddenly last September. Anne served as IASL's Web master and started the IASL listserv. In addition to her work with IASL, she served as Chair of the International Federation of

Library Association's Section for School Libraries and Resource Centers and was Head of the Library Program at the University of Iceland. Dr. Anne Clyde was a vital force in the world of school librarianship and she will be missed.

Brenda Dillon from information provided to IASL members by the International Association of School Librarianship. ■

Jeanne Buckley in Hong Kong



WHAT'S NEW AT

The OLAStore*

LITERACY, LIBRARIES AND LEARNING

Editors Ray Doiron & Marlene Asselin
This book discusses the literacy needs of students and the changing responsibilities of teacher-librarians
1-55138-196-6 128pp 2005 \$23.95

RAISE A READER AT ANY AGE

Connie Champlain, David V. Loertscher, Nancy A.S. Miller
A toolkit with ready-made tri-fold and bi-fold brochures that librarians can print and modify, adding local information from a CD.
0-93317-018-2 2006 \$46.20

Q TASKS: HOW TO EMPOWER STUDENTS TO ASK QUESTIONS AND CARE ABOUT ANSWERS

Carol Koechlin and Sandi Zwaan
The step-by-step approach in this book offers more than 80 proven classroom activities that will take students beyond memorization and rote learning, and into the world of critical thinking.
1-55138-197-4 144pp 2006 \$24.95

See also page 27 for more great titles!

