

# young adult library services

THE  
LIBRARIES &  
LEARNING  
ISSUE

THE OFFICIAL JOURNAL OF THE YOUNG ADULT LIBRARY SERVICES ASSOCIATION

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**yalsa**  
Young Adult Library  
Services Association  
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**BERWICK  
INNOVATION:  
A SCHOOL  
LIBRARIAN'S ROLE  
REIMAGINED!**

**SPRING 2016**

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THE REAL MAGIC OF THE  
YOUTH MEDIA AWARDS

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SUSTAINABLE STEM  
LEADERSHIP IN A BOX

CREATING A CULTURE OF  
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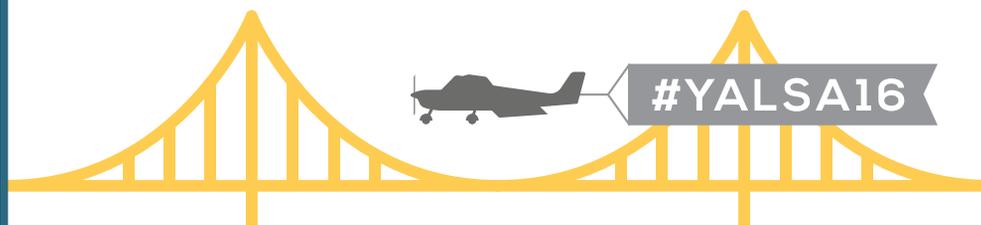
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# CONTENTS

SPRING 2016  
VOLUME 14 | NUMBER 3  
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## HIGHLIGHT



**4**  
**YALSA ORGANIZATIONAL PLANNING UPDATE**  
» Sarah Hill

**6**  
**THE REAL MAGIC OF THE YOUTH MEDIA AWARDS**  
» Sandra Hughes-Hassell

**8**  
**2016 YALSA BOOK AWARD WINNERS AND SELECTED BOOK AND MEDIA LISTS**

## EXPLORE



**11**  
**RESEARCH ROUNDUP: LIBRARIES AND LEARNING**  
» Crystle Martin

## INTERVIEW



**13**  
**MAKE, DO, SHARE: SUSTAINABLE STEM LEADERSHIP IN A BOX AN INTERVIEW WITH SHANNON PETERSON**

## TRENDING



**17**  
**BERWICK INNOVATION:  
A SCHOOL LIBRARIAN'S ROLE REIMAGINED!**  
» Darcy Coffta

## FEATURES



**22**  
**MANY PATHS TO CHANGE: DIFFERENT APPROACHES TO ENHANCING LEARNING IN SCHOOL LIBRARIES**  
» Jeffrey DiScala

**27**  
**CREATING A CULTURE OF LEARNING AT YOUR LIBRARY**  
» Kate McNair

**32**  
**TELL THE STORY: USE OUTCOMES TO SHOW THE DIFFERENCE YOUR PROGRAM MAKES**  
» Sara Ryan

**36**  
**SURVIVING A BULLY AT WORK**  
» Vanessa Hale and Jean Haertl

## PLUS



**2**  
**FROM THE EDITOR**  
» Linda W. Braun

**3**  
**FROM THE PRESIDENT**  
» Candice Mack

**39**  
**THE YALSA UPDATE**

**42**  
**GUIDELINES FOR AUTHORS  
INDEX TO ADVERTISERS**

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## FROM THE EDITOR



**Linda W. Braun**

**T**hink about the varied activities you participated in over the past 24 hours. How many of them do you think helped you to learn something new or expand your way of thinking in some way? As I write this column and think about my own past 24 hours, I'd say that within that block of time at least 25 percent of what I did—and I think actually more—included some type of learning. Besides sitting in on a webinar, explicitly a learning experience, there were also many less formal instances: scanning Twitter posts (some of which led to follow-up searches), reading a couple of journal articles, phone conversations with colleagues, and watching a documentary about the Liberty department store in London. All of these gave me new information and/or knowledge I can use professionally, and even the documentary, which was originally meant as entertainment, gave me some new ideas for the teen learning work I do.

In reality, most of us, teens as well as adults, are steeped in learning for a good portion of each day. It obviously happens during library programs, from a program focused on using digital tools to a program about college prep.

It also happens when teens interact on their own with library resources, whether those available in the library, those digitally accessible, or those out in the community.

This issue of *YALS* takes a close look at all of the different ways learning is central to the work of school and public libraries, and how this learning is being supported, inside and outside of library facilities. One great example of this is the work that Darcy Coffta at Berwick Academy in Maine is doing with staff and students as a part of the school's Innovation Center. You will also see this learning focus when you read our interview with Shannon Peterson, from the Kitsap Regional Library System. Her organization's IMLS-funded project supports staff learning so they in turn can provide high-quality STEM-based programs for youth in their communities.

Continuous learning by staff is key to success in supporting teens in the community. Kate McNair from the Johnson County Library provides readers with good ideas for building and sustaining a learning community

*(continued on page 5)*

## Masthead

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### STATEMENT OF PURPOSE

Young Adult Library Services is the official journal of the Young Adult Library Services Association (YALSA), a division of the American Library Association. YALS primarily serves as a vehicle for continuing education for librarians serving young adults, ages twelve through eighteen. It will include articles of current interest to the profession, act as a showcase for best practices, provide news from related fields, publish recent research related to YA librarianship, and will spotlight significant events of the organization and offer in-depth reviews of professional literature. YALS will also serve as the official record of the organization.



## FROM THE PRESIDENT



### Candice Mack

The focus of this issue of *YALS* is libraries and learning. It may not sound like a revolutionary topic, but it does give us an opportunity to stop and think about what we do, how we do it, and how we talk about the role of libraries in learning. Traditionally, library staff have spent their time talking about the physical items in libraries that facilitate the learning—the tools or “stuff.” At first that was books, but then more stuff was added to libraries, including periodicals, films, audiobooks, databases, and so on. The latest wave of stuff has included 3D printers and laser cutters.

But we do ourselves and our libraries a disservice when we only talk about learning in terms of all of this stuff. Sooner or later the stuff goes out of fashion and we are left with tools that no longer resonate with our community. Instead of focusing on the stuff that is used in learning, we should be talking about the learning itself. Think of how dramatically the conversation changes when instead of saying, “I bought a 3D printer for the library,” we say, “the teens in our community need help preparing for 21st-century careers, so the library is providing hands-on workshops so teens can use the latest digital tools to create

something that supports their school-work or hobby.”

Focusing on the stuff can also create false barriers for us. More than once I’ve attended a library conference and heard, “I’d love to have a makerspace in my library, but we can’t afford all of that technology.” But the maker movement isn’t about the stuff; it’s about enabling people to build the knowledge and skills they need to pursue their passions. We are helping them learn by doing, and that doesn’t have to be an expensive concept.

Supporting making via your library is achievable and does not require a big budget. Libraries are successfully supporting the maker movement with maker carts, maker backpacks that patrons can check out, “junk” disassembling and pop-up makerspaces that move from library to library. You can do it, too! Leverage community resources and experts and get going! And don’t forget that YALSA has a free “Making in the Library Toolkit” available at <http://ow.ly/XHH18>.

To further explore this issue of how we think and talk about learning through libraries, read the interview

(continued on page 10)

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# YALSA Organizational Planning Update

The latest  
on YALSA's  
organizational  
plan process and  
how you can get  
involved



Sarah Hill

It's an exciting time for YALSA! In December, the YALSA Board held its monthly informal call, and was joined by Eric Meade from the Whole Mind Strategy Group. Whole Mind is helping YALSA create a three-year organizational plan that includes an intended impact statement, theory of change, outcomes, an implementation strategy, and a learning plan. YALSA's Board of Directors, staff, and some YALSA members worked with Eric in Portland on Nov. 8-9, after the YA Services Symposium. December's conference call was the first time that the entire YALSA Board talked with Eric and it was energizing! The goal of the call was to set the organizational planning agenda for Midwinter, and we succeeded!

In Boston, the Board met all Friday afternoon and Saturday with Eric Meade and Les Wallace. Les is the president of Signature Resources, Inc., and has worked with over 300 boards to implement positive change. The Board looked at the draft planning matrix that Eric created from Executive Committee, YALSA staff, and YALSA member activities in Portland and delved into some heavy discussions. A good deal of time at these meetings was spent on information gathering—what staff time and resources are currently being spent on what YALSA activities? What is working well and what isn't? How can we move YALSA members to be more future-focused in their library, especially when they aren't in a leadership

position or are the one-hit wonders in their small library? It was an exhausting but invigorating Friday and Saturday—Board members definitely had their thinking caps on as they worked to incorporate the needs of teens and YALSA members.

With the help of large sticky notes, small groups, and lots of brainstorming, the Board identified the following priorities as opportunities to advance the ideas expressed in the "Future of Library Services for and with Teens: A Call to Action" report:

- promotion of **cultural competency** in the field of teen library services
- **advocacy** to policy makers at all levels to increase support for teen library services



- **partner and funder** development to increase YALSA's capacity to provide services and resources to its members
- **continuing education** offerings to bring about transformation of teen library services
- **leadership development** for library staff working for and with teens
- expansion of relationships and membership at the **state level** to increase support of library staff throughout the U.S.

The small groups came up with a rough draft of three-year impacts, strategies, and activities for each priority area, and this information was incorporated into a draft three-year organizational plan.

In early February, Board members divided into small groups again and met online to dig deeper into the impacts, strategies, and activities for

the next three years. These discussions included looking at what financial, human, and organizational resources would be required for each strategy and activity.

On Feb. 11, the Board participated in another monthly planning call, with Eric Meade listening in. The small groups presented their work, and questions and comments were made by other Board members. Over the next week, Board members continued to comment and critique the activities, strategies, and three-year-impacts, and Eric put together another draft document. Next, the Board will tackle the organization's mission and vision statements, to make sure they are future-ready and focused on teens.

This spring we plan to have the goal areas and related activities finalized and approved as the Board continues to work in stages on finalizing and approving other portions of the plan

including the mission and vision, the intended impact statement, the theory of change, and the learning agenda.

There will be a session at the ALA Annual Conference in Orlando about the strategic plan and we hope to see you there! You can also share your thoughts online at <https://www.surveymonkey.com/r/R7MMRSG>. As always, feel free to contact President Candice Mack ([candice.yalsa@gmail.com](mailto:candice.yalsa@gmail.com)) or me ([gsarahlibrarian@gmail.com](mailto:gsarahlibrarian@gmail.com)) to discuss the future of the organization. Don't forget to look for regular strategic planning updates on the YALSAblog at <http://yalsa.ala.org/blog/?s=strategic+planning>. ■

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Sarah Hill is the President-Elect of YALSA and the Information Services Librarian at Lake Land College in Illinois.

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## FROM THE EDITOR

(continued from page 2)

among library staff. Effective measurement of learning is very important, for our own guidance, not to mention for our administrators and funders; in Sara Ryan's article you'll find out about a tool she developed to better understand the impact her library's programs have on the teens served.

The YALSA Board has learned a lot over the past several months as they worked on the association's new organizational plan. Sarah Hill, YALSA's President-Elect, discusses this work in her article, "The YALSA Organizational Plan: An Update." In

the Highlight section, you will also find a list of titles that won awards or were named as a top ten by YALSA at the Youth Media Awards in January. Make sure to also check out Sandra Hughes-Hassell's article that discusses how these resources are useful for encouraging teen interaction with materials, each other, and library programs.

It's been a decade since the last *YALS* redesign, and with this issue, I'm thrilled to unveil the journal's new look and feel. You'll notice a new layout for the columns and articles,

and a few new sections, including Research Roundup and the *YALS* Interview. This renewal coincides with the integration of the YALSAblog and *YALS*. You can now find information about *YALS* and YALSAblog content all in one place: <http://yalsa.ala.org/blog>.

I trust you'll learn something new in this issue that you can apply in your work with teens, and as a result, do an even better job helping your audience gain the skills and knowledge they need to be successful in all aspects of their lives. ■

# The Real Magic of the Youth Media Awards

Awards and lists are a great way to provide teens with opportunities to interact with text, library staff, and each other.



Sandra Hughes-Hassell

The excitement surrounding the American Library Association Youth Media Awards (YMAAs) is almost palpable. Standing before an audience of over 2,000 eager conference attendees, the committee chairs, division presidents, and other dignitaries “unveil the next classics in children’s and young adult literature and media<sup>1</sup>.” Thousands more onlookers join the event virtually, either following the live webcast or the Twitter hashtag. Some describe being part of the festivity—being surrounded by all of the energy and anticipation—as a magical experience.

For me, however, the magic truly happens when youth interact with the award winning titles, including those on the selected book lists such as YALSA’s Best Fiction for Young Adults or Great Graphic Novels for Teens. I have purposely chosen to use the word *interact* as opposed to read for a number of reasons.

First, the act of reading itself is a dynamic transaction between the reader and the text<sup>2</sup>. As reader-response theorists point out, the meaning of any text does not lie in the work itself. Instead the meaning is dependent on what the individual reader brings to the interaction—their background knowledge and experiences, their beliefs, their culture, their purpose for reading<sup>3,4</sup>. The magic happens as the reader and the text continuously act and are acted on each other.

Second, reading is a social activity—it involves interacting with others. Many teen readers enjoy exchanging book recommendations, discussing

their favorite book characters or plot lines with other teens or adults, and engaging in conversations with their favorite authors. As Fuller & Sedo point out, “21st-century readers...are adept at finding resources related to books through the connections they make *with each other*. Such connections are brokered through readers’ participation in various forms of shared leisure reading,<sup>5</sup>” including participation in face-to-face communities of readers (think book clubs or One Book, One Community programs), but also posting on Instagram, Goodreads, or YouTube, following their favorite author’s blog or Twitter account, or using smartphone apps to log and share what they have read. The magic happens as youth share their responses to the texts—whether those be emotions, associations, memories, images, or ideas<sup>6</sup>—within a community of readers.

Finally, reading can empower teens to interact with and on the world.



“

The magic happens as the reader and the text continuously act and are acted on each other.

This is especially true when teens read through a critical literacy lens—a lens that encourages readers “to interrogate societal issues and institutions like family, poverty, education, equity, and equality in order to critique the structures that serve as norms as well as to demonstrate how these norms are not experienced by all members of society.” Books like this year’s Printz Honor book, *Out of Darkness* by Ashley Hope Pérez, Alex winner *Between the World and Me* by Ta-Nehisi Coates, and Morris winner *Simon vs. the Homo Sapiens Agenda* by Becky Albertalli can serve as catalysts for teens to not only consider societal norms and institutions that oppress, but to begin to challenge them. The magic happens when teens not only recognize, but also interact with others to respond to and redress biases, discrimination, and inequity<sup>8</sup>.

The magic can remain untapped, however, without the efforts of library staff working with teens. Teen library staff can play a role in facilitating

each kind of interaction. Through reader’s advisory activities, library staff can introduce teens to the award winning titles, helping them not only find books that speak to their experiences, but to discover books that allow them to understand the lived experience of individuals and communities that differ from their own. Library staff can help teens form rela-

tionships with others who share their passions for a particular genre, author, format, or writing style; they can connect teens with authors, illustrators, publishers, and even literary critics. Staff can also develop library programs that provide youth with opportunities to use their voices to engage with the world, to educate other youth, and to critique and challenge the systems of oppression and inequity that impact and continue to be reproduced in American society.

The magic, thus for me, isn’t in the YMA award ceremony, or the award lists, but in the continued power award winning titles have to affect teen lives—far beyond each January.

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3. Iser, Wolfgang. *The Act of Reading: A Theory of Aesthetic Response*. Baltimore: Johns Hopkins University Press, 1978.
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8. Gorski, P. *Reading and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap*. New York: Teachers College Press, 2013. ■

Sandra Hughes-Hassell is a Professor at the School of Information & Library Science, at The University of North Carolina at Chapel Hill

## 2016 YALSA Book Award Winners and Selected Book and Media Lists

A full list of YALSA award winners and the top 10 lists for each of the association's selected lists.

### Awards

#### ALEX Award

- *All Involved* by Ryan Gattis. Ecco, an imprint of HarperCollins Publishers.
- *Between the World and Me* by Ta-Nehisi Coates. Spiegel and Grau, an imprint of Random House, a division of Penguin Random House LLC.
- *Bones & All* by Camille DeAngelis. St. Martin's Press.
- *Futuristic Violence and Fancy Suits* by David Wong. Thomas Dunne Books, an imprint of St. Martin's Press.

- *Girl at War* by Sara Nović. Random House, an imprint and division of Penguin Random House LLC.
- *Half the World* by Joe Abercrombie. Del Rey, an imprint of Random House, a division of Penguin Random House LLC, a Penguin Random House Company.
- *Humans of New York: Stories* by Brandon Stanton. St. Martin's Press.
- *Sacred Heart* by Liz Suburbia. Fantagraphics Books Inc.
- *Undocumented: A Dominican Boy's Odyssey from a Homeless Shelter to the Ivy League* by Dan-el Padilla Peralta. Penguin Press, an imprint of Penguin Random House LLC.
- *The Unraveling of Mercy Louis* by Keija Parssinen. Harper, an imprint of HarperCollins Publishers.

#### Margaret A. Edwards Award

David Levithan for

- *The Realm of Possibility*
- *Boy Meets Boy*
- *Love Is the Higher Law*
- *How They Met, and Other Stories*
- *Wide Awake*
- *Nick and Norah's Infinite Playlist*

#### William C. Morris Award

##### Winner

*Simon vs. the Homo Sapiens Agenda* by Becky Albertalli

##### Finalists

- *Because You'll Never Meet Me* by Leah Thomas. Bloomsbury Children's Books.
- *Conviction* by Kelly Loy Gilbert. Hyperion, an imprint of Disney Book Group.
- *The Sacred Lies of Minnow Bly* by Stephanie Oakes. Dial Books, an imprint of Penguin Young Readers.
- *The Weight of Feathers* by Anna-Marie McLemore. Thomas Dunne Books, an imprint of St. Martin's Press.

#### Odyssey Award

##### Winner

*The War That Saved My Life* written by Kimberly Brubaker Bradley and narrated by Jayne Entwistle. Listening Library.

##### Honor Recording

*Echo* written by Pam Muñoz Ryan, narrated by Mark Bramhall, David de Vries, MacLeod Andrews, and Rebecca Soler, with music by Corky Siegel. Scholastic Audio/Paul R. Gagne.

#### YALSA Award for Excellence in Nonfiction

##### Winner

*Most Dangerous: Daniel Ellsberg and the Secret History of the Vietnam War* by Steve Sheinkin. Roaring Brook Press, an imprint of Macmillan's Children's Publishing Group.

##### Finalists

- *Symphony for the City of the Dead: Dmitri Shostakovich and the Siege of Leningrad* by M.T. Anderson. Candlewick Press.
- *Enchanted Air: Two Cultures, Two Wings: A Memoir* by Margarita Engle. Atheneum Books for Young Readers, an imprint of Simon and Schuster Children's Publishing.
- *First Flight Around the World: The Adventures of the American Fliers Who Won the Race* by Tim Grove. Abrams Books for Young Readers, an imprint of ABRAMS.
- *This Strange Wilderness: The Life and Art of John James Audubon* by Nancy Plain. University of Nebraska Press.

#### Michael L. Printz Award

##### Winner

*Bone Gap* by Laura Ruby. Balzer + Bray, an imprint of HarperCollins Publishers.



## Honor Books

- *The Ghosts of Heaven* by Marcus Sedgwick. Roaring Brook Press, an imprint of Macmillan Children's Publishing Group.
- *Out of Darkness* by Ashley Hope Pérez. Carolrhoda Lab, an imprint of Carolrhoda Books, a division of Lerner publishing Group.

## Book and Media Lists

\*Below are the top ten titles for each list. In addition to the top ten, the full lists of each are available at <http://tinyurl.com/yalsabookawardlists>.

## Amazing Audiobooks for Young Adults

### Nonfiction

- *What If? Serious Scientific Answers to Absurd Hypothetical Questions* by Randall Munroe, read by Wil Wheaton. Blackstone Audio, 2014.

### Fiction

- *The Dead House* by Dawn Kurgatich, read by Charlotte Parry and Christian Coulson. Hachette Audio, 2015.
- *Echo* by Pam Munoz Ryan, read by Mark Bramhall, David De Vries, MacLeod Andrews, and Rebecca Soler. Scholastic, 2014.
- *Gabi, A Girl in Pieces* by Isabel Quintero, read by Kyla Garcia. Listening Library, 2015.
- *HalfWild* by Sally Green, read by Carl Prekopp. Listening Library, 2015.
- *Illuminae: The Illuminae Files\_01* by Amie Kaufman and Jay Kristoff, read by Olivia Taylor Dudley, Lincoln Hoppe, Jonathan McClain. Listening Library, 2015.
- *Lair of Dreams* by Libba Bray, read by January LaVoy. Listening Library, 2015.
- *Library of Souls* by Ransom Riggs, read by Kirby Heyborne. Blackstone Audio, 2015.

- *Trollhunters* by Guillermo del Toro and Daniel Kraus, read by Kirby Heyborne. Recorded Books, 2015.
- *Waistcoats & Weaponry* by Gail Carriger, read by Moira Quirk. Hachette Audio, 2015.

## Best Fiction for Young Adults

- Albertalli, Becky. *Simon vs. the Homo Sapiens Agenda*. Harper/Balzer and Bray, 2015.
- Bardugo, Leigh. *Six of Crows*. Holt, 2015.
- Brooks, Kevin. *The Bunker Diary*. Lerner/Carolrhoda Lab, 2015.
- Crowder, Melanie. *Audacity*. Philomel, 2015.
- Older, Daniel José. *Shadowshaper*. Scholastic/Arthur A. Levine Books, 2015.
- Reynolds, Jason. *The Boy in the Black Suit*. Atheneum, 2015.
- Ruby, Laura. *Bone Gap*. Harper/Balzer and Bray, 2015.
- Shabazz, Ilyasah, and Kekla Magoon. *X: A Novel*. Candlewick, 2015.
- Shusterman, Neal. *Challenger Deep*. HarperTeen, 2015.
- Silvera, Adam. *More Happy Than Not*. Soho Teen, 2015.

## Great Graphic Novels for Teens

- *Awkward* by Svetlana Chmakova. Illus. by the author. Yen Press.
- *Drowned City: Hurricane Katrina and New Orleans* by Don Brown. Illus. by the author. Houghton Mifflin Harcourt.
- *Lumberjanes*
  - vol. 1 by Noelle Stevenson, Grace Ellis, and Shannon Watters. Illus. by Brooke Allen. Boom!
  - vol. 2 by Noelle Stevenson, Grace Ellis, and Shannon Watters. Illus. by Brooke Allen. Boom!
- *Ms. Marvel*
  - vol. 2: *Generation Why* by G. Willow Wilson. Illus. by Jacob Wyatt and Adrian Alphona. Marvel Comics.

- vol. 3: *Crushed* by G. Willow Wilson. Illus. by Takeshi Miyazawa and Elmo Bondoc. Marvel Comics.
- *Nimona* by Noelle Stevenson. Illus. by the author. Harper Teen.
- *Roller Girl* by Victoria Jamieson. Illus. by the author. Dial Books for Young Readers.
- *Sacred Heart* by Liz Suburbia. Illus. by the author. Fantagraphics.
- *A Silent Voice*
  - vol. 1 by Yoshitoki Oima. Illus. by the author. Kodansha Comics.
  - vol. 2 by Yoshitoki Oima. Illus. by the author. Kodansha Comics.
  - vol. 3 by Yoshitoki Oima. Illus. by the author. Kodansha Comics.
- *Trashed* by Derf Backderf. Illus. by the author. Abrams ComicArts.
- *The Unbeatable Squirrel Girl*
  - vol. 1: *Squirrel Power* by Ryan North. Illus. by Erica Henderson. Marvel Comics.
  - vol. 2: *Squirrel You Know It's True* by Ryan North. Illus. by Erica Henderson. Marvel Comics.

## Popular Paperbacks for Young Adults

- Anderson, Laurie Halse. *Wintergirls*. Speak, 2010.
- Bracken, Alexandra. *The Darkest Minds*. Disney Press, 2013.
- Hale, Shannon. *Book of a Thousand Days*. Bloomsbury USA, 2009.
- Jamieson, Victoria. *Roller Girl*. Dial Books for Young Readers, 2015.
- Kuehn, Stephanie. *Charm & Strange*. Griffin, 2014.
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## HIGHLIGHT

### Quick Picks for Reluctant Young Adult Readers

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- Stevenson, Noelle. *Nimona*. Illus. HarperTeen/HarperCollins, 2015.
- Yoon, Nicola. *Everything, Everything*. Illus. Delacorte Press/Random House, 2015. ■

## FROM THE PRESIDENT

(continued from page 3)

with Shannon Peterson to find out about the kinds of learning going on in her library system relating to STEM, and check out what the Berwick Academy's Innovation Center is doing to support interest-driven, hands-on learning for and with youth.

Learning via libraries isn't just limited to patrons! We live in an environment

that is constantly changing, which means we have to be learners, too. Check out Kate McNair's article about library staff and continuous learning, and think about what topic or skill you want to master this year. My learning goal for this year is to improve my advocacy skills to better articulate the value of teen library services at local, state, and national levels.

Turn the page to learn more about learning, and while you're reading think about what opportunities you have to connect with the teens in your community and help them learn what they need in order to be ready for college, careers, and life. Together we can help the nation's 42+ million teens become lifelong learners who are future ready. ■

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# Research Roundup: Libraries and Learning

What connected learning and the future of library services for and with teens means to library staff serving teens.



Crystle Martin

Welcome to Research Roundup. The purpose of this recurring column is to make the vast amount of research related to youth and families accessible to you. To match the theme of this issue of *YALS* this Roundup focuses on youth, learning, and libraries. For each item that follows you'll find a short overview of what the research is all about and some ideas about how you might integrate the findings and recommendations into your work with youth.

The “**Future of Library Services for and with Teens: A Call to Action**,” available at [http://bit.ly/yalsa\\_futures](http://bit.ly/yalsa_futures)

The authors of this report, Linda W. Braun, Maureen L. Hartman, Sandra Hughes-Hassell, and Kafi Kumasi, with contributions from Beth Yoke, foreground learning as an important part of the services libraries provide for teens. They elevate the importance of supporting youth interest, areas where teens already have a motivation to learn. The report highlights the benefits teens gain when they learn in libraries (p. 18).

- Build and try out academic knowledge and skills
- Gain job skills
- Explore career pathways
- Connect with mentors
- Engage in peer-supported learning activities
- Learn through experience
- Weave virtual and face-to-face learning together in meaningful and productive ways
- Explore what is important to them/what they are passionate about

- Construct their own meaning
- Gain nontraditional skills
- Demonstrate proficiency in nontraditional ways
- Become the experts that other teens and adults turn to

Libraries are connectors not only between youth and resources but between youths' learning in interest-driven and informal settings, and academic, civic, and career-focused opportunities. This approach is called connected learning.

“**Connected Learning: An Agenda for Research and Design**,” available at [http://bit.ly/connected\\_learning](http://bit.ly/connected_learning)

Connected learning is an important model for librarians and library staff to understand and implement while working for and with teens. Connected learning privileges teens and puts their learning, desires, and future plans at the center of the model. Connected learning “advocates for broadened access to learning that is socially embedded, interest-driven, and oriented toward educational, economic, and political opportunity.” The authors



## EXPLORE

underscore the importance of bringing together peer and community support for interest- and passion-driven learning, and translating and linking that learning to academic success and eventually to career success.

Today technology can support inquiry-, interest-, and project-focused learning, as well as connections with those who have similar interests for youth across all walks of life. However, access to technology alone is not enough; mentors and cultivated opportunities are needed as well. Learners need continual opportunities for positive experiences that add to or offer future trajectories.

**“Future of Library and Museum Services Supporting Teen Learning: Perceptions of Professionals in Learning Labs and Maker-spaces,”** available at [http://bit.ly/future\\_museums\\_libs\\_learning](http://bit.ly/future_museums_libs_learning)

Authors June Abbas and Kyungwon Koh outline the framework for informal learning spaces as demonstrated in learning labs and makerspaces, in which teens can create, invent, socialize, and work with mentors and peers. The authors interviewed nine professionals who worked at learning labs and makerspaces about the challenges they faced in supporting teen learning. Challenges were reported in several categories: personnel, funding, advocacy, sustainability, and visioning. Professionals working in these spaces

described the difficulty in recruiting the “right” personnel, that is mentors who have “the technical skills, can facilitate learning, and can work with teens.” The professionals also noted the difficulty in finding continuing funding for these learning spaces. The perception of others in the library with regard to the connected learning also created barriers for the sustainability of the space and required intentional and continuing advocacy. Having a strong vision and creating programming that fits in the vision was also reported as both challenging and essential. The limited hours and location of the space also creates access issues for users. However, learning labs and maker-spaces have also had notable achievements. These include teen engagement and staff development. The researchers found that the learning spaces use a variety of measures to track the impact of their spaces, both outcomes and output measures. Overall, when thinking about the future of their learning spaces, the professionals interviewed were interested in achieving sustainability and expansion of their spaces. The authors posit that these learning spaces require more evaluation and outcomes-based research to create evidence-based practice.

**“Connected Learning, Librarians, and Connecting Youth Interest,”** available at [http://bit.ly/connecting\\_yth\\_interest](http://bit.ly/connecting_yth_interest)

In this article, author Crystle Martin uses ethnographic data of youth participation in online interest spaces to demonstrate the types of environments and aspects of those environments that support connected learning. She then connects these findings back to practices of library staff. The research includes data collected from an online professional wrestling fan community. This community highlights the fact that no interest should be discounted as an opportunity for learning. Martin suggests, based on the data from the study, that library staff who work with teens need to find out what their interests are and be supportive of those interests, encouraging teens to help each other, offering opportunities for production and creation, valuing the expertise of youth, and recognizing the accomplishments and learning of teens in informal settings as valuable. Libraries need to focus on making personal connections with youth, and thereby help youth recognize the larger value and potential future paths of what they do in their interest spaces. ■

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# Make, Do, Share: Sustainable STEM Leadership in a Box an Interview with Shannon Peterson

Bringing STEM  
initiatives to  
library staff and  
the community

In 2015 the Kitsap (WA) Regional Library (KRL) received an Institute of Museum and Library Services (IMLS) grant for a project titled “Make, Do, Share: Sustainable STEM Leadership in a Box.” *YALS* talked with Shannon Peterson, Youth Services Manager at KRL and the lead on this project.

**YALS:** How did you come up with the idea for the IMLS grant?

**Shannon Peterson:** KRL started a related initiative in 2013 with BiblioTEC, a Paul G. Allen Family Foundation grant funded project. With that grant funding we hired a Teen Technology Librarian to focus on pre-identified topics (Robotics, Game Design, Electronics, 3D Design) with a small group of teens and young adults. We connected with these teens through a partner organization’s internship program for homeless and at-risk youth. In many ways, we were completely unprepared for what would happen in the course of the two years of that Allen Family Foundation grant. In the planning, we were a lot more focused on the technology and how best to teach core concepts of that technology than we were on the challenges of working with the target population and the reality of what they really wanted and needed from us.

What we learned is that the relationships and the learning process were key components—not only in creating interest and engaging kids, but to achieving sustainability as well. During the period of the Allen grant funding, we had a few key staff that were incredibly hard working and

invested in the ideas of the project, but they tended to work in isolation. Because the rest of the staff didn’t have ownership in the BiblioTEC project, we ended up with a performer kind of scenario where our Teen Technology Librarian would swoop in to do programming and create local relationships... and leave. The ability to extend learning, build on relationships, and connect to interest driven branch programs just wasn’t built into the process in the way that it could have been.

All that said, I do think we made huge strides in those two years. We were able to hire key staff and were definitely in a trial by fire kind of scenario where we just had to jump in and try new things. It was an incredibly important stepping stone in our organizational learning.

So, to actually get to the question! We had this program, BiblioTEC, that was great, but we knew we had to do more to create a framework that would help it extend beyond one or two people working in isolation. We knew that there was community need and partner interest and that that would take it to the next level— to embed BiblioTEC into every one of our branch locations and to reach families on a more intentional level. We also knew that our process as

## INTERVIEW

a medium-sized semi-rural library system with limited staff and fiscal capacities would be relatable to others in the field. As a result we wanted to create something that not only supported our staff but that might also support other small and rural libraries.

**YALS:** Why is it so important for libraries to embrace STEM learning with teens?

**SP:** Oh man, so many reasons. The top 30 fastest growing jobs projected through 2018 all have some component of STEM. And this is probably an outdated statistic now from the U.S. Bureau of Labor Statistics occupational projections in 2009, but there's supposed to be an estimated 1.8 million STEM related jobs by 2018. Of course, these stats are huge, but the bigger issue is that the pipeline is broken. In my state, which is a national leader in STEM jobs, there's something like 25,000 jobs that go unfilled each year because students just don't have the proper qualifications. That number is expected to double in the next few years.

Beyond that though, I think it's fair to say that the career and information landscape has changed so dramatically in the past ten years that teens inherently need the 21st century skill sets that a STEM education can provide. They need to be able to collaborate, to adapt, to constantly use critical thinking skills, to problem solve, to be able to translate information across content areas. Of course libraries support so much of this skill building already, I think we just need to be intentional about it, to leverage community networks and expertise, and to allow the opportunity for teens to have voice in the content and process.

**YALS:** Competition for these grants is really high, what do you think set the idea of Make, Do, Share above others?

**SP:** I think that's a question we've all been asking since the announcement

last Spring! There's so much great work going on supported by IMLS.

I'm guessing here, but I think part of it is our size and geography. As we mentioned in our grant application, we're a library system that encapsulates so many interesting communities and library types. Our branch locations include an affluent Seattle bedroom community, a tribal library, a struggling urban area with high poverty, small waterfront hamlets, and everything in between. The way that each branch builds a network within its respective community and the work that it does for and with youth and families will be really interesting to learn from.

I also think that we made it clear that what we're working towards is a model for engaging in STEM and 21st century learning that's beyond whatever the shiny technology of the day is. We're thinking and talking about effective youth development, collective impact, youth voice, and intentional outcomes so hopefully the work that we do will have relevance to others and live beyond this amazing and intense three year period.

**YALS:** How does teen college and career readiness and 21st century skills fit into this project?

**SP:** I've mentioned this a few times already, but 21st century skills are absolutely intertwined with the STEM outcomes that we set with BiblioTEC. There's a book by the National Research Council called *Education for Life and Work: Developing Transferable Knowledge and Skills for the 21st Century* that's become my constant companion over the past few years. It does a great job of identifying the cognitive and non-cognitive skills that teens need to develop in order to be successful in whatever they do. We made an infographic of each of the skill categories and laminated them! It must be love when I pull out the laminator.

Part of why I've loved thinking about these with my staff is that so

many of the skills can be built into any kind of programming and for any age. Seeing how our planning and reflection changes is really exciting. For example, there's a difference in planning and reflection if we just do a Minecraft event versus doing a Minecraft event that's centered around developing initiative or self-regulation.

**YALS:** Do you have any way for the teens who complete the training to promote these skills to local businesses or universities?

**SP:** We hope so. The last tier of our BiblioTEC programming model is called "Practice," which is where staff will work with teen and young adult volunteers and interns to develop some facet of all of the 21st century skills and to co-develop a resource or project with and for other youth. As they work each week they'll be able to showcase what they're learning with a badging system which will in effect serve as an e-portfolio to showcase skills and work to potential employers.

The badging system will be a very simplified version of a concept we learned about from UC Davis' Sustainable Agriculture and Food Systems Department that won the Digital Media and Learning (DML) Badges for Lifelong Learning Competition a few years ago. In their system, organizers were seeking to quantify the learning required for a new major and to recognize outside experiences (beyond one course or classroom) as having value in the process. They created a competency-based badging system that included things like systems thinking, experimentation and inquiry, and civic engagement.

That concept is so powerful and so in line with what we had been talking about: focusing on planning for the learning not the equipment. We also saw such value in talking to kids really specifically about the skills they are developing and how that can fit in with longer term goals. Similarly to



UC Davis, our badging system is based on things like leadership, self-regulation, creativity, etc.

I would also add that although we have the opportunity through IMLS to develop this badging system, there are many ways to incorporate a similar line of thinking in low-tech or low budget ways. One of our children's librarians even did a paper version for elementary aged kids to show their teachers what they were working on in her STEM programs, which both parents and school partners loved. It was a great conversation starter.

**YALS:** What outcomes have you set for the project and how are you assessing these for youth and teens?

**SP:** We actually have a few layers of outcomes for this project, both for staff and for the youth that we're working with. For staff, it's receiving the support and training they need to do interest-based STEM programming for and with kids and teens. For youth, it's interest and engagement in STEM as well as 21st century skill development.

We've depended very heavily on great research that's already been done to guide our outcomes work. The Afterschool Alliance's "Defining Outcomes for STEM Learning Afterschool" was a great starting point for us to begin thinking. We've also become unabashed National Research Council junkies (or I have at least) and have found "Learning Science in Informal Settings" and "Identifying and Supporting STEM Programs in Out-of-School Settings" very helpful.

The outcomes assessment piece, which we're still working on will encompass a variety of things: staff observations, group reflection and feedback, and participant surveys. Although I'd love for us to be able to start collecting uniform system-wide data, I think the wide variety of programs that we're doing and with different ages just doesn't lend itself to that yet. Working with outcomes in this way

is just so new to us, I think we'll have a lot of good troubleshooting and improvements to make over the next couple of years.

**YALS:** Can this be replicated in other libraries that do not have grant funding?

**SP:** Absolutely and I'm really excited about that. This grant is all about creating a framework and system and not about having access to the fanciest

outcomes for the specific type of program; discusses ways to plan, create community, and reflect; and includes "play packages" which are examples of different ways to bring it all together for a variety of sample programs.

In the process of working on this grant and creating the materials, we discovered a lot of resources and information from outside the library field. These helped to really change our perspective as well as

“**What we learned is that the relationships and the learning process were key components not only in creating interest and engaging kids, but to achieving sustainability as well.**”

new stuff or expensive training, so we've thought a lot about how to make what we're doing accessible to folks outside of our system.

We're currently in the process of finalizing what is called the STEM Library Roadmap and STEM Library Playbooks. We were lucky enough to bring in a consultant to hold focus groups with local youth, create a needs assessment for youth librarians, and do a one day training and feedback session to help us plan, create, and refine.

The Roadmap talks about the very big picture components of this type of initiative, such as professional development, community discovery and needs assessment, incorporating youth voice, outcome development, and relationship building. The Playbooks cover each of our four programming types, which span from quick pop-up type situations, to one time deeper dives and multi-session projects, to long-term leadership through internships and volunteering. Each section covers appropriate

increased our capacity. We keep realizing that we don't need to create everything, there's already great work out there to beg, borrow, and adapt! I'm excited to share some of that through the Playbooks.

**YALS:** In your grant proposal you mention librarians as co-explorers and community builders instead of experts. What does that mean? Aren't we supposed to be seen as the experts to our teens?

**SP:** Co-learning and community building are two major themes from YALSA's "Future of Library Service for and with Teens: A Call to Action" report. That report really was that catalyst for the direction we've headed in. I say this all the time, but what was incredible about that report for me, was that it really gave me a language and vocabulary for concepts I had been working with or towards on a very gut level. It changed everything.

That said, I can now see the connection between some of the concepts that



## INTERVIEW

I'm working with now, like co-learning and community building, go as far back as some of the work that the Search Institute has done. Youth need a lot of input and opportunity in order to build assets and be successful. The more we can let them experiment and build skills in safe environment, surrounded by grown-ups who can teach, support, and/or encourage them the better.

Both concepts are also really essential to doing interest-based STEM learning in particular though for so many reasons. In order to make your services really meaningful, you have to be acutely connected to what's happening in your schools and afterschool environments. In order to engage those teens that don't see themselves or understand the value of STEM, you need to develop programs based around their interests. In order to develop programs based around their interests, you may need to step aside and learn along with them as technologies shift and change. In order for any of this to work, teens need a safe space and structured boundaries in order to learn and feel comfortable working with adult experts in the community and/or other youth. I could go on and on, it's all very cyclical to me.

**YALS:** How are you helping library staff gain the skills they need in order to succeed in reaching the outcomes set out by this project?

**SP:** It feels like this project is something we've been working towards for quite awhile. A few years ago, I think around the time that YALSA's Futures Report came out, it just felt like we

were on the cusp of a transition period. The first iteration of BiblioTEC had started, our schools were starting to hire STEM Coordinators, teens were having a really hard time breaking into a tight local job market. My Youth Services team read and talked about Carol Dweck's *Growth Mindset* and I think that helped us wrap our minds around this new era of new learning and thinking. We also started to learn about outcomes, but didn't yet have a shared program type to start testing and refining.

And, along came IMLS. I think the biggest thing that the grant has forced us to do, which we're still learning how to do, is take the time to learn, plan, and reflect. When I was a front-line Librarian, I was probably the worst example of someone who was always moving and plotting, without building in the kind of reflection and improvement that would have really improved my work. So instead of jumping into everyone doing BiblioTEC programming as we might have been tempted to do, I asked staff to take the first three months of their implementation year (in which they are required to spend 25% of time on BiblioTEC) to do some of the kinds of things that we never seem to have time for: observe other afterschool offerings in the community, talk to potential partners, create a personal learning plan and do some professional development. Carving out that time is so essential.

Aside from doing training from the Playbooks and the resources

involved in creating that, staff have also loved using resources from the Weikart Center for Youth Program Quality "Youth Methods" series. These include very practical training on ten content types which support quality programming with youth. We have a state intermediary, School's Out Washington, which offers these trainings, but there's also online and text based trainings. I also love the Weikart Center because they've built program assessments, called the YPQA (Youth Program Quality Assessments), which score how the youth methods are being incorporated into programs with youth. These have really helped us create shared vocabulary and expectations for our BiblioTEC programs which I expect will translate to many other program types. I really wish I had had these tools as a front-line youth librarian, these provide mountains of specific ideas for facilitating youth learning and community building.

**YALS:** And finally, is there anything we left out that you would like to cover?

**SP:** I guess I would just express how thankful I am personally to have been involved with YALSA since I started my career a decade ago. It's an organization that's connected me to smart people, innovative ideas, and great resources. The work that my library system is doing right now is challenging and new, but so incredibly interesting and creative too. There's a lot of people and ideas that helped us get to this point and YALSA has been a huge part of that for me. ■



# Berwick Innovation: A school librarian's role reimagined!

At the Berwick Academy in Berwick Maine, library staff, faculty and community members work together to make sure students have the opportunity to develop 21st century skills.



Darcy Coffta

**B**erwick Academy(BA), the oldest educational institution in Maine, founded in 1791, is an independent day school located just over the border from New Hampshire. With approximately 600 students in grades preK-12, BA is a school steeped in tradition that has embraced an innovative new mindset which fosters creativity, collaboration, critical thinking and communication. Through the Berwick Innovation Center (BIC) and the Innovation Pursuits (IP) program, students design and drive their own learning. As BA prepares to celebrate our 225th anniversary in 2016, we look forward to the opportunity and potential that this personalized learning model brings to our students and school.

**T**he Berwick Innovation Center is an evolving program that reaches far beyond the physical BA campus. It's a host of student-driven programming options available to students in all divisions and allows students the opportunity to follow their own intrinsic paths to discovery. Through BIC students design, direct, and drive their learning. Acknowledging that those roads are as different as every student, BIC provides the framework for students to pursue their passion, learn more deeply, and connect to the subject matter in new and creative ways. Drawing from the Academy's mission, BIC encourages creativity, engagement, and entrepreneurship, while promoting the ideals of "virtue and useful knowledge."

## The Elements of BIC

There are several different initiatives that together make up BIC:

- We have a brand new position at Berwick in the Makerspace. We now have a "Maker-In-Residence" working directly with students in grades 5-8 on year-long projects, using 3D printers, electronics, soldering, coding, and fabrication. The Makerspace, located in the Clement Middle School, strengthens a mindset and culture of creativity, collaboration, trust, resiliency, and problem solving in our community. It is an incubator for innovation where questions are valued above answers, where students learn by doing, and where the final product is determined and assessed by the individuals.
- Our Innovation Jr. program is facilitated like an enrichment club in the Lower School and is available to students in grades 1-4. It is all about the power of play and explorative

## TRENDING

fun. Following a club model, Innovation Jr. meets weekly from October through March and students collaborate and creatively problem-solve while working on projects led by session-mentors. Past projects include Chinese Calligraphy, Eating the Rainbow: Fun with Food, Lego Robotics, Digital Photography, Math Games, and Fabulous Fiber Arts.

- The IP program is a curricular vehicle that allows students to fully engage in intellectual passion. IPs are endeavors that are driven, designed, and directed by individual

Because of this, a big push this year was searching for high school juniors beyond our campus to participate in our program. Currently, we have five juniors from across the country who are taking advantage of this opportunity. The 11th graders come from California, Maryland, Maine, and New Hampshire. We are using social media to bridge the geographic gap and these students will either physically or virtually participate in our Innovation Celebration this May.

- We also began to push our own students further. As an enhance-

ment to the IP framework, we include an “Off Campus” or “Professional” experience. When possible, we get kids out of the classroom and send them to job shadow or explore a new area. For example, a student studying Italian may visit the North End of Boston, or go to a museum to see an exhibit on Renaissance art if it relates to the IP. Having the opportunity to intern or job shadow allows our students a real-world experience as it directly supports their Innovation Pursuit.

### The Nuts and Bolts of IPs

Students need to apply to participate in an IP. In the Upper School, IPs can be designed as full year pursuits or may be completed over a given trimester.

An Innovation Pursuit proposal contains five essential questions that require the student to thoughtfully describe and detail the work they plan to accomplish. First, students are asked to describe the purpose of the investigation and the outcomes that are to be achieved.

Here’s an example of a response from Jeanne Allen, an 11th grader, and her pursuit is entitled, *The Construction of Mathematical Shapes and Solids*. Jeanne said, “I plan on using a collision of sewing and mathematical knowledge to represent well-known topological objects in math.” She continues by stating, “However well you imagine something, you will never learn as much about it as you would by constructing it. This applies to math as well, and there are several solids in math, such as the torus or Klein bottle that are difficult to grasp without a physical representation.” Jeanne’s response continues with, “Not only will this project help further my personal understanding of three-dimensional mathematics, but a tangible object is a valuable teaching aid for others as well. Ideally, by the end of the project, I would have educated both myself and those around me, and perhaps even, through the web presence, make an impact on a larger scale.”

The second question deals with selection of the mentor and for the most part, students can ask anyone they feel is most qualified to support them and their pursuit. This is actually where I love collaborating with the student. selecting the right mentor/coach is

“  
The intellectual curiosity that it encourages creates learning that expands beyond school and sets students up to question the world around them.

ment to the IP framework, we include an “Off Campus” or “Professional” experience. When possible, we get kids out of the classroom and send them to job shadow or explore a new area. For example, a student studying Italian may visit the North End of Boston, or go to a museum to see an exhibit on Renaissance art if it relates to the IP. Having the opportunity to intern or job shadow allows our students a real-world experience as it directly supports their Innovation Pursuit.

- Currently, we are working on a pilot program that offers the IP experience to students outside of our community and includes a college counseling component. It might sound like an odd combination, but we have found over the years that for students who complete Innovation Pursuits, their IP experience either directly or indirectly had an impact on their college admissions process. Students talk about IPs in interviews and/or write about them in essays. IPs speak to things like project management, ownership and empowerment, perseverance and resiliency, and some have amazing outcomes to demonstrate.

Another addition to the IP program this year provides students with financial assistance to support their Innovation studies. Through a grant process, students can request funding to support their Innovation Pursuit, which provides a lifelong skill of learning



crucial to the success of the pursuit. (Read more about the mentors and coaches below.) We can pull from our faculty and staff that are willing and feel as if they have the availability to meet and collaborate with the student. Mentors have also been from the ranks of interns in our Teaching Apprentice Program, administrators, trustees, parents, and alumni. This question also asks for a “Mentor Statement” which includes the qualifications of mentors and their ability to collaborate with students based on the parameters of the project.

For the third question, students, along with the mentor, create a schedule and outline collaborative meeting times. Also included here are a minimum of three checkpoints that can be used to measure the progress of the pursuit.

The fourth question, in my mind, really captures the focus on innovation and sets the pursuit apart from other forms of inquiry. First, students must indicate how they will document and publish in the form of a web presence. This can be anything from a blog to a wiki, as long as it is open-access and can be viewed by anyone without a username or password. Second, so IPs are academically grounded, an element of research must be included. For most IPs, this may take the form of a review of current literature using our library databases to access scholarly articles on the topic. Next, students describe the elements of originality that will be included in the pursuit and includes how they will reach out to the greater community. This generally takes the form of interviewing industry experts. A positive partnership in this area evolved with Kathryn Strand in our Alumni Office as she provides connections for our Innovation students with past graduates who have excelled in particular fields as they relate to our projects.

And finally, the fifth question deals with the public speaking and demonstration component of the pursuit as well

as asks for criteria that could be used to measure success. Students must consider how they will defend and share their information before a panel and the panel will complete a rubric in the form of offering constructive feedback. The presentation piece takes place at our annual Innovation Celebration held in May although, as part of the IP, many students will additionally present at a school assembly. (See next page for more on the Innovation Celebration) It's extremely important to note that this framework fully supports 21st century learning skills and addresses each and every ISTE (International Society for Technology in Education) Student Standard.

## **Mentoring & Collaboration**

When it comes to mentor selection, the magic is in the pairing.

Mentor-pairing is a critical step of the process. Students can pre-select a mentor or the librarians (as Innovation Coordinators) can locate someone with the desired project expertise.

The role of mentors is to collaborate, communicate, and guide students. It's a delicate balance of coaching, while allowing students freedom to explore, experiment, and maintain ownership of the project design.

A couple of years ago, we created Mentor Expectations, available at [http://bit.ly/BA\\_mentor\\_expect](http://bit.ly/BA_mentor_expect), as well as incorporated a “Mentor Statement” as a part of the application that asks the mentor to describe their background in the subject area and how they will contribute to the IP.

## **Student Achievement and BIC**

Students choose IPs because they are driven by an intellectual curiosity. BIC attracts students who are passionate and inquisitive and it provides a forum where they can follow their passion, as well as receive recognition and validation.

## **BIC Awards, Accolades, and Presentations**

2012 ISANE, Meredith, NH  
2013 Follett Challenge Award  
2013 State of Maine Commendation Award  
2013 “School That Shines” Recognition  
2014 Connected Librarian 2.0  
2014 ISTE, Atlanta, GA  
2015 NAIS, Boston, MA  
2015 SXSWedu, Austin, TX  
2016 OESIS, Los Angeles, CA  
2016 Tech & Learning Live, Boston, MA

In thinking about the college application component and the IP learning experiences that are different than others, Moira McKinnon, our Director of College Counseling says that Innovation Pursuits give her wonderful things to say in her recommendations and they allow her to talk about student creativity, independence, academic passion, maturity, and time management. Moira has stated that she is certain that students who have BIC experience stand out from other applicants.

Georgia Barlow, BA Class of 2014, is now a freshman at Tulane University studying both international development and political economy. Georgia completed three Innovation Pursuits while in the Upper School. The first explored the connection between hunger and education in the developing world, the second dealt with women and education, and the third investigated social justice in the modern world. Georgia received a significant scholarship and was accepted as a Newcomb Scholar, in part from the work she completed through BIC.

### Featured IPs

- \* Abby Case, Class of 2018, built an underwater remotely operated vehicle, overseeing the design and production of the frame, the propulsion system, water collector, and temperature sensor.
- \* Aidan Cookson, Class of 2015, simulated a nuclear fusor to explore the potential of fusion as a viable energy source.

- \* Ben Thut, Class of 2015, investigated audio recording and music production.
- \* Julia Caple, Class of 2017, experimented with nontraditional fabrics in fashion design.
- \* Sam Haines, Class of 2014, explored the aquaponics and created an ecosystem for fish and vegetation.

I recently spoke with Georgia and asked her to reflect on her work through BIC and she said, “I loved my time working with the Berwick Innovation Center and it absolutely prepared me for college more than simply taking regular high school classes. The intellectual curiosity that it encourages creates learning that expands beyond school and sets students up to question the world around them. BIC is the perfect outlet for students that want to pursue interests that are not as common and who want to take control of their own learning. In the college application process, being able to say that you were a part of something such as BIC sets you apart as a student because it shows colleges that you are an active learner and an active participant in the world around you. It shows the intellectual curiosity that students have when they work through BIC in an authentic manner. BIC gives students another dimension of learning that they will carry with them beyond their years at Berwick because it fosters creative learning which is an extremely valuable skill to have. BIC provides a lens for students to see the world and that is extremely beneficial.”

### Innovation Celebration

The annual Berwick Innovation Celebration takes place in the spring and is a time for the community to come together to celebrate and showcase

students’ creative and original Innovation Pursuits. The celebration begins with a keynote address from both a guest and student speaker. Recent keynote speakers have included Dr. Yet-Ming Chiang of MIT, Dr. Saeed Arida of NuVu Studio, and Nicole Stata of Boston Seed Capital.

The main purpose of the celebration is for our students to present their IPs to a group of panelists who come from the Berwick community, local schools and libraries, businesses, and civic organizations. Our panelists play a critical role in the evaluation of all IPs by providing useful feedback that is later shared with the student and mentor.

As our Celebration night continues to grow, so does the level of involvement from the outside community. We start the evening with a student reception and a special “Innovation” exhibit in our art gallery. We have music, for example in year’s past the performance has ranged from a jazz pianist, to a classical guitarist to an eMusic demonstration by student-performers. Students mingle with mentors and panelists. After the keynote addresses, we then break out into pods for the demonstrations. The number of spaces set up throughout the library is dependent on the number of presentations. Audience members can move from room to room throughout the presentation timeframe.

### The Library and Librarian’s Role

The catalyst for BIC was in 2008 when Head of School, Greg Schneider, attended a conference with a focus on Centers of Excellence, facilitated by educators at Shattuck-St. Mary’s School (MN). Greg came back to Berwick and knew we could have something like that at Berwick by collaborating with the library.

Librarians serve as Innovation Coordinators working with students as they pursue projects in all three school divisions. The BA library, the Jackson Library, is no longer a place of quiet, individual work. Now collaboration, communication, and originality fill our space. Students are using the library for research and development work as well as coming to the library to connect with industry experts in their field of study. Technology is also an integral component of every Innovation Pursuit. Students are blogging, Skyping, and sharing their Innovation Pursuits with a worldwide audience. Having a Tech Help Desk in the library fits perfectly in the library-technology-innovation connection.

As a librarian I believe one of our goals is to revitalize and reinvigorate the library environment. BIC gave me the opportunity to excel in that role and we’ve been very successful. Librarians are excellent at making connections, using resources, and leveraging support. BA has made it possible and given me the freedom to shape the BIC program.

### What’s next for Berwick Innovation?

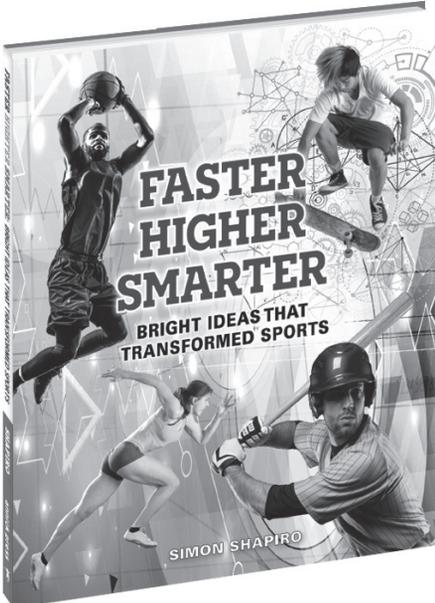
I’d love to see this program move from an extracurricular opportunity to an elective. It would be great to provide additional credentials at graduation for innovation studies. I’d love to formalize the internship possibility and give students more opportunities



to gain real world experiences. I'd love the library to host an innovators lecture series. I definitely want to see the Remote IP program succeed and I want to hear more stories from our students about how their IPs help shaped their future.

Here's a great one. Autumn Richards of the Class of 2012 designed an Innovation Pursuit to come up with the perfect cupcake recipe and was mentored by Kellie Varano, Business Office Associate and BA Class of 1989. Autumn's "Cupcake Innovation" involved using baking ingredients in the same way a chemist would conduct a lab exercise. She experimented, had a sample group taste-test each week by eating her cupcakes, the testers offered feedback, and then she perfected her recipe. Later Autumn applied and was accepted to the Culinary Institute of America and is now working as a pastry chef at world-class resorts in Bar Harbor, Maine and Key West, Florida. This is exactly what makes me proud to be a librarian who was not afraid to shift roles, develop a program based around student-centered learning and help foster student achievement.

All of our documentation and more information is available on our website. Please take a look at [www.berwickacademy.org/page/Academics/Berwick-Innovation-Center](http://www.berwickacademy.org/page/Academics/Berwick-Innovation-Center). You can find Autumn's cupcake recipe and BIC photos on the YALSAblog at <http://yalsa.ala.org/blog>. ■



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Darcy Coffta is Upper School Librarian and Director of Innovation at Berwick Academy in South Berwick Maine.

# Many Paths to Change: Different Approaches to Enhancing Learning in School Libraries

How the Lilead Program is supporting leadership skills in school library staff to help ensure high-quality learning.



Jeffrey DiScala

In 2014 we began the Lilead Fellows Program at the University of Maryland through a Laura Bush 21st Century Libraries Grant from the Institute of Museum and Library Services (IMLS). The mission of the program is to empower, enable, and equip school district library supervisors to be activists for change in their districts. We work toward this mission, through a long-term professional development program in which supervisors gain new skills and work collaboratively to solve current challenges that their school districts are facing.

After a competitive application process, we accepted 25 supervisors into the Fellows Program in 2015. The work of these supervisors is critical to students becoming lifelong learners, proficient in 21st century skills, and citizens that are ready to take part in an unknown technological future. As the top person advocating for school libraries in their district, these 25 supervisors collectively affect the lives of 1.6 million students, 115,000 teachers, and 1,800 school librarians. With such a broad impact, we determined there wasn't room for tinkering and small adjustments in the Fellows Program. We wanted to not only provide professional development, but also support a network and collaborative space for people to take risks, begin the sometimes-overwhelming process of change, and empower our participants to grow into their leadership roles.

Over the last year, the Fellows have been working on big changes in their districts. We asked four of them to

write about their work and how the changes they are making affect learning in school libraries. While they take many different paths and approaches to affecting change, they are all trying to meet their districts' priorities of providing the best possible educational opportunities for students.

## Learning through Evaluation and Professional Development

**Susan K.S. Grigsby, District Library Media Specialist, Forsyth County Schools, Georgia**

Forsyth County Schools was an early adopter of Georgia's Strategic Waivers School Systems (SMSS, formerly IE2: Excellence in Education), which allows building administrators much more autonomy and flexibility in hiring. When I became the supervisor of media services in 2014, I discovered that SMSS flexibility had been used to remove nearly half of the system's certified librarians. In those schools,



the media specialist was considered a non-professional position that could be filled by a classroom teacher with no library experience or a paraprofessional whose primary duty was to circulate and manage a collection of print materials. I know what it takes to run a building-level library program, having done so for 19 years, but I had few instincts on how to run a district program in which many of the school librarians had been replaced by uncertified staff. Acceptance into the Lilead Fellows Program became my beacon of hope to help me turn things around.

At our inaugural Fellows meeting in January 2015, we looked at who we were as leaders and then, through the lens of our strengths, we each created a transformational goal we wanted to achieve in our school district. I had no power to change hiring practices in my district, so I focused on how to improve our libraries under the current personnel constraints, keeping an eye toward improved service to students and raising the standards of practice in each media center. But how do you institute transformational change when only half of your staff is trained to do the job?

In a true case of serendipity, I was simultaneously working with a consortium of Georgia library professionals representing higher education, professional organizations, media coordinators, and building-level media specialists. Our task was to develop a set of standards that mirrored the Teacher Keys Effectiveness System (TKES) that was adopted in our state for teacher evaluations. After a year of dedicated work, the consortium created the Media Keys Effectiveness System (MKES). Like TKES, this new system had similar standards of practice, including exemplars and rubrics for evaluators, but was specifically designed to address the unique functions of the school library media specialist. I saw this document

as an opportunity to start fresh with staff that lacked certification in school library media.

I used the MKES standards to create a blended course in our Learning Management System (Its Learning). The course included objectives, essential questions, activities, and literature to support the standards and lead to practical application for improved service to students. I presented the course to my system as a professional development opportunity for non-certified library personnel. It was approved for two Professional

what I haven't been doing a good job of is ensuring that the process of teaching and learning is meaningful and grounded in higher-order thinking. I think I would do it much differently this year."

I am thrilled with the progress the professional development cohort is making in improving library services to increase rigor and quality of teaching and learning in the media center. For more information about the new evaluation system, take a look at the complete MKES document available at [http://bit.ly/mkes\\_doc](http://bit.ly/mkes_doc)<sup>1</sup>



Through my work with the Lilead Fellows Program, I've been able to support the growth of our district's librarians as they become transformative leaders on their campuses.

Learning Units (PLUs) and went live with 13 participants in September of 2015. As of this writing, we are about halfway through the course and the changes taking place in the libraries of the participants are exciting. The staff are weaving digital citizenship and information literacy into the school day and participants are engaging in a higher level of collaborative planning. Most importantly, the perceptions of what a library is and how it serves students is shifting; both administrators and teachers are seeing a difference in the quality of service. One course participant, when responding to an essay about Concept-Based Inquiry, said:

"I thought I was providing the students in our school good, project-based activities to help enhance their learning in the classroom...but

### **Aligning with District Priorities to Improve Education in Libraries**

**Amy Soma, Library Program Coordinator, Fargo Public Schools, North Dakota**

At Fargo Public Schools, just as in Forsyth County, our librarians strive toward updating perceptions about the role of school librarians in curriculum and instruction. When I began the Lilead Fellows Program, I thought I needed to focus on the problem of perceived staffing inequities between our large schools and small schools, but my cohort members helped me see that I might not get much say in staffing numbers. With the help of the Fellows, I understood what I could control was where school librarians

## FEATURES

focused their energies, regardless of the staffing allocations the district deemed appropriate. Aligning library program priorities to the district's strategic initiatives of integrated technology, 21st century skills, and STEAM education allows stakeholders to reimagine what a school librarian can contribute to student learning.

**K-12 Technology Plan:** The district's Long Range Technology Plan focuses on using technology to help students achieve 21st century skills, creating an opportunity for library teams to assume leadership roles in technology implementation. The district began rolling out its 1:1 laptop implementation in grades 6 through 12 in 2012. Secondary library teams collaboratively planned with IT for device deployment and professional development. Librarians also worked with core content teachers to develop instruction focused on appropriate use, 21st century skills, and digital citizenship. These secondary library teams annually examine teacher and student survey data about the short-term goals of the initiative to inform the development of action items that advance progress towards the district's goals.

In 2015, the technology plan broadened its focus to include improving classroom access to technology at the elementary level, with the curricular goals of addressing 21st century skills, keyboarding, and small group/differentiated instruction. With these curriculum drivers in mind, elementary librarians began thinking about their role in the elementary technology plan, resulting in a renewed commitment to collaboration. As each grade level receives classroom devices, librarians and teachers are expected to develop inquiry-based projects that incorporate technology.

**STEAM and Project-Based Learning:** In addition to integrated technology, Fargo's strategic plan emphasizes STEAM education and

Project-Based Learning (PBL) as a means for helping students achieve content standards while building their 21st century skills proficiency. The past two summers we have hosted a three-day PBL workshop with neighboring school districts. Several librarians and technology coaches attended the training with classroom teachers from their buildings, providing expertise on the research process and 21st century skills during the development phase of PBL experiences and supporting the implementation when appropriate.

An example of a successful PBL experience was recently presented to the school board by a librarian, a third grade teacher, and their students. Desiring more magazines in their library, but understanding the library's budget didn't allow for the purchase of additional periodicals, the students took matters into their own hands. They created three magazines, which focus on the students' chosen interests of sports, science, and animals and currently circulate in the library. The project addressed writing standards, library and technology standards, 21st century skills, and resulted in a high level of student engagement.

In another project, two of our elementary librarians recently met with the Elementary Science Curriculum Facilitator and the STEM Outreach Coordinator from the North Dakota State College of Science to discuss expanding a daylong intensive PBL experience called "You're Hired" to the elementary level. The "You're Hired" project focuses on students working collaboratively to create a product designed to solve a variety of real-world problems and presenting their solution to a board room of community members. The group of educators brainstormed potential topics that align to elementary science and library standards and discussed scaffolding the experience so that students could reach independence.

If all goes according to plan, the first elementary "You're Hired" experience will launch in the fall of 2016.

These examples illustrate a few of the ways librarians and their technology coach partners at Fargo Public Schools are impacting student learning. By focusing their work on elements of the strategic plan and prioritizing student learning and engagement, they are providing learning opportunities for students and creating a new vision for what it means to be a school librarian.

### Getting Out of the Way: Letting Building Experts Take the Lead

**Kathy Moore, Curriculum  
Coordinator, San Ramon Valley  
Unified School District, California**

Through my work with the Lilead Fellows Program, I've been able to support the growth of our district's librarians as they become transformative leaders on their campuses. For students to determine which content is critical, why it is important, and how it connects to their existing knowledge, they need expert guidance. That's why we rely on the collaborative partnering of teachers and school librarians.

While Susan has correctly identified the necessity of providing much needed professional development for her library staff in Forsyth County, sometimes it's even harder for a supervisor to recognize when to do the exact opposite: get out of the way and let the building-level personnel do what they do best! Nowhere is that more evident than at California High School, one of four high schools in the San Ramon Valley Unified School District. Inside the library there are the requisite rolling stacks filled with a well-curated book collection, a central presentation system and a bank of computers loaded with research databases. But this is no ordinary library,



for it is staffed by a dynamic duo, Nikki Ogden and Catie Hawkins.

Librarian Nikki Ogden has teamed up with literacy coach Catie Hawkins to transform the library into a learning hub bursting with creative energy. Together, they brainstorm innovative ideas for reaching all teachers and students. They pitch their ideas at faculty meetings, in the staff lounge, and on the quad between classes. Already this year, they have nurtured a school culture of curiosity and guided inquiry by co-teaching lessons in classrooms and providing tailored professional development to every department.

Catie and Nikki's shared space in the library has contributed to their teamwork. But it is their shared excitement about the joy of learning and their ability to build relationships that makes them such effective leaders. Students come to the library in droves before and after school to explore their passions. "The highlight of my day," Nikki said, "is seeing all these kids who are passionate about their work. They're excited about learning and they want to research."

Nikki and Catie have designed monthly displays of "text sets" for teachers that support the curriculum and spark ideas for deepening understanding through multiple perspectives. And their work doesn't just permeate their campus community. On district-wide staff development days, they've presented to colleagues, inspiring a physical education department to build meaningful literacy activities for rainy days, a history department to supplement their text with graphic novels, and biology teachers to explore literacy with non traditional texts such as charts, graphs, visuals, and other media.

Recently, they began experimenting with non traditional inquiry centers, providing an emotional connection with learning for students while modeling strategies for teachers. To

introduce the book *Farewell to Manzanar*, sophomores visited several stations in a transformed library space. Two of the students' favorite experiences were reading an article and answering experiential questions in a fort made of overturned library tables, and unpacking a suitcase of items while watching a video clip of an internee's experience.

I am better able to define my role as a supervisor through the work we do in the Lilead Fellows Program. It's simple: share my knowledge with the real experts at the building level, then promote and celebrate their success with those who matter most—our students.

## Developing Makerspaces in the School Library

### Shari Blohm, Supervisor of Library Media Services, Prince George's County Public Schools, Maryland

As a district leader and participant in the Lilead Fellows Program, I investigate current trends for application in our school libraries. In November 2013, I attended the LITA (Library Information Technology Association) Forum in Louisville, KY specifically for this session: "The Maker Movement and the Library: Creating, Collaborating, and Learning at the Louisville Free Public Library." Using ideas I gathered from the LITA session, one of the professionals in our district office paired with a school librarian to implement our first makerspace program. As Kathy said, sometimes it's our job as supervisors to start the conversation and then get out of the way and let people try new things. Susan Brown, a Central Office Staff Specialist (COSS), and Deirdre Bonuccelli, an elementary school Library Media Specialist (LMS) reflect on what we have learned with our first makerspace attempt and what we plan to do going forward.

## How do you define makerspaces in the elementary library?

### Library Media Specialist (LMS):

The makerspace at James McHenry Elementary School began as an after-school program for students to gather, share resources and knowledge, and work on specialized projects. It has since expanded into the school day where students can develop projects and use newer technologies. The concept is in its third year of application in our school; the after-school pilot program began in March 2014.

### Central Office Staff Specialist

(COSS): Problem and project-based learning based on students and teachers exploring, collaborating, and presenting old and new technologies, integrating new skills and knowledge with the arts, science, math, reading and writing, social studies, and library media in new and creative ways.

## What is the role of the Central Office Staff Specialist in makerspace implementation?

**LMS:** As a school-based media specialist, I would not be able to manage this makerspace without the support of central office staff! With heavy class schedules (29 40-minute classes/week, and three daily duties), it is challenging for us to develop new ideas. Our COSS researches our ideas for our plan framework. Since she has time to assist with planning, we are able to move forward at an impressive rate.

**COSS:** Establishing a new learning environment based on rapidly changing technologies and educational theory (21st century skills, Common Core, 4Cs, 'guide on the side' rather than 'sage on the stage'), and setting the bar for a successful makerspace implementation for a variety of populations. The COSS leads the exploration of new technologies (e.g. Arduinos, Google Classroom, coding), materials (conductive thread, ink, and paint), re-purposed technologies

# FEATURES

(needles, sewing machines, dremel tools, etc.) and materials (paper, PVC pipe, wood, copper wire, etc.) which are used in project and problem-based learning.<sup>2</sup> The involvement of central office staff provides equal access for all students.

## What is the role of the school-based library media specialist in makerspace implementation?

**LMS:** My role as an LMS expanded from the traditional approach of collaborate with the teachers and teach to the students to a collective collaboration of student empowerment. I have changed how I approach lesson planning and preparation, professional development, and training. I am spending more time learning new technologies, such as Google Classroom and coding, and implementing them with the students and staff. While preparing a lesson, I am doing more out of the box thinking, resulting in a variety of finished projects. This thinking provides myriad ways to support our systemic push for literacy across the curriculum.

**COSS:** This ongoing STEAM-based learning concept, integrated into the curriculum by the LMS, brings high-low technologies and project-based teaching into library lessons. Logistics, administration, collaboration, professional development, and training all play an important part of the LMS role. From a systemic point of view, this implementation suggests different

assessments of student progress. Student portfolios, e.g. artifacts showing growth in understanding and ability to demonstrate understanding, appear more often than multiple choice, fill-in-the-blank, and more traditional testing. Students produce, speak, write, explain, collaborate, examine, and learn from mistakes, all captured in their portfolios.

## Filled with Benefits

While still a challenge, we have gained a great deal and believe that our students are benefiting from the first makerspace in our school district. The COSS and LMS are working to further align the students' inquiry and project with the school's curriculum. Additionally, they would like to create opportunities for parents and the community to take part in the library's makerspace. They are making plans to have a Mini Maker Fair for students and their families to join in the creation process. In the future, we hope to have the opportunity to share our experiences with others in our district and state.

## Conclusion

The Fellows have big ideas about what school libraries can be and are working toward innovative changes to enable school library programs to truly make a difference in the lives of all members of their school communities. Through professional development, alignment

with district priorities, allowing others to lead, implementing new technologies, and the many efforts of our other Fellows, we are improving learning opportunities for students. Students deserve the best possible preparation for a future in which a keen understanding of information is necessary and there will be unfathomable technological advances. Libraries can and will be a central location to provide that preparation. ■

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# Creating a Culture of Learning at Your Library



Kate McNair

**T**he YALSA “Future of Libraries for and with Teens: A Call to Action” (often called the Futures Report) spells out a paradigm shift for libraries—a shift that asks library staff to think of themselves as educators and learning facilitators that support self-directed learner-centered inquiry. The shift takes the library from a place to find content and resources to a place of engagement and learning. If we want to create an environment that puts the learning needs of our community at the center of our service, we must start by making sure that library staff have the learning experiences that help them gain the expertise to make this a reality. We need to develop a workplace culture that makes time for interest-driven learning and encourages staff to share their learning accomplishments.

Why it’s important for library staff to continually take the time to learn new skills and continually improve the skills that they already have.

**F**or most public institutions (schools or public libraries), a majority of the budget is spent on staff. People are our most valuable asset, our most flexible tool, and the place where we need to start turning the paradigm shift into reality. By investing in our staff and in ourselves, we are investing in our future services to teens. This shift asks a lot of us working in libraries to develop new skills and explore ways to share our passions as we shift into the role of learning facilitator.

“The library is no longer simply a quiet place to connect to physical content. It is instead a place, physical and virtual, to learn how to connect and use resources of all types from physical books to apps to experts in a

local, regional, or national community. It is a kitchen for ‘mixing resources’ in order to empower teens to build skills, develop understanding, create and share, and overcome adversity.” (Futures Report, p. 4)

All too often I meet library staff with a creative passion but without the time or resources to develop themselves or the opportunity to share their passion with others. It is crucial that we make the time and curate the learning opportunities that help us make this learning and sharing possible for our staff. In fact, in many cases, staff can be a great pilot or testing ground for a new tool, resource, or program that might later be offered to teens or other members of the community.

## FEATURES

When staff test a project it gives them an important opportunity to revisit the learning mindset, something we might not have adopted since our last formal education experience. Better yet, asking staff to provide feedback on a pilot also asks them to think reflectively on what it is like to

connectedlearning.tv chat (Futures Report, p. 24)

Developing a culture of learning, staff need the same things our teens need to enter the learning mind space. First, they need time and lots of it. Some institutions, like Sno-Isle Libraries, in Washington, made a commitment to

“

Thinking deeply about our own educational paths and experiences can help us build empathy as we create programs and services that put teens in the same place.

be a learner in the library. Thinking deeply about our own educational paths and experiences can help us build empathy as we create programs and services that put teens in the same place. Through reflection we build patience for failure and identify potential roadblocks. Staff as learners should ask themselves:

- How does it feel to fail? Is the library a friendly place to fail?
- How do I and others learn best? Does the library serve one type of learner better than others?
- How does it feel to take risks? Is the library a friendly place for risk-taking?
- How would my path to learning change if I were a teen from a non-dominant background? What barriers would I face and how can the library help me overcome them?

### Make the Time for Learning Experiences

“Someone working with youth has to have the capacity to learn new things, and really have the desire to learn new types of technology.”—Participant,

staff development, dedicating 25 percent of staff time to learning experiences.

Simply saying you are going to set aside one to three hours every day for “learning time” isn’t really enough. Staff should be able to choose the topics that they are interested in and have the flexibility to follow the white rabbit when they feel inspired. This might help some staff rediscover the joy of self-directed inquiry-centered learning, and get them excited to provide the same opportunities for the young adults that they serve.

The same rules apply for the learning experiences we provide for staff as the ones we hope to foster for teens:

- Focus on the process of learning, not just the creation of a final project. Some users won’t make it to the final product you (or they) imagine, but the path they take is valid and important.

- Make room for staff to construct their own learning path about topics that are important to them. We all learn better and more deeply when it is a topic that we care about and put to use in our lives.

- Find ways to weave virtual and face-to-face learning together to allow for different learning styles and sharing of learning milestones.

- Allow staff to build nontraditional skills and literacy. Think outside the box of everyday library tasks.

- Help staff develop 21st century skills, content knowledge, and expertise. The Futures Report outlines three key literacies for librarians and teens they serve to grasp (p. 6):

- **Multiple Literacies:** Providing teens with a repertoire of ways for accessing, acquiring, constructing, expressing, sharing, and using knowledge, as well as developing a series of ways to collaborate with others for mutual benefit and collective good.

- **Critical Literacies:** Learning how to formulate difficult questions concerning societal inequities and investigating real-life issues with the goal of transformative social action.

- **Digital Literacies:** Possessing an ability to navigate, manipulate, and stay ahead of emerging computer and internet technologies. Also having an ability to use technology responsibly and ethically and to transfer everyday ideas into technology processes.

- Provide opportunities for staff to learn from and share their learning with other staff.

- Create paths for staff to connect with a broader community of others interested in the same topics.

As you foster a culture of learning for staff, begin gathering learning tools. Remember, everyone has a different learning style. Look for podcasts and books to curate for staff, or begin to build a digital space where staff can share their favorite learning tools. As outlined in the Futures Report, focus on learning resources that emphasize workforce development and literacy skills (listed above). Current and future culture demands a level of literacy that can only be



mastered through use of the tools that teens need to use in order to be successful in life. And make sure your tools reflect the learning interests, styles, and habits of staff.

## Professional Learning in the Envisioned Future

“Learning takes place in a variety of environments and includes connecting with a professional learning network as well as with experts and educators.” (Futures Report, p. 17)

Most importantly, don't forget that a culture of learning extends beyond library walls. Tap your community for potential partners in learning! The Johnson County Library benefits from having a great community college in the area that makes it affordable to take classes on video production, graphic design, 3D modeling, fashion marketing, and much more. Look in your community to take advantage of available opportunities, or maybe you can find a partner in your area that can provide specialized training for library staff working with teens. Remember, let your staff drive the educational need. Listen to what they are passionate to learn about and help facilitate that learning; don't fall into the trap of being prescriptive. Be ruthless in your dedication to learning for learning's sake. Don't make people rationalize their learning choices, or demand that they demonstrate a connection to a program or service you provide. Even if the practical application of their learning path isn't obvious, they are taking the opportunity to revisit the mindset of a learner. Make sure that they get the most out of that experience as possible.

Lastly, celebrate success and failure! Sometimes it seems we have so much on our plates at the library that we don't have time to recognize success. Give people opportunities to share what they have learned with other

## Where to Get Started in Your Continuous Learning

### LYNDA.COM

Lynda.com includes a wealth of tutorials and classes for learning tech skills like coding, Photoshop, and 3D modeling. The videos are well organized and broken up into small, manageable parts that welcome beginning learners without overwhelming them. Users can create a playlist of videos or classes that interest them in learning a tool. Many public libraries now offer access to Lynda.com with a library card, but staff can also investigate paying for one shared account.

**Challenges:** The classes are great, but sometimes you have a point of need where you don't want a whole class. You just want to simply understand why Photoshop can't seem to replace your green screen background in a photo. The search function works well, but I often find myself going to YouTube tutorials to find quick answers to specific questions.

**Best Feature:** Lynda.com lets you speed up or slow down videos as you choose. This is great for those short on time, as you can watch the videos at 1.25 or 1.5 speed. And for those who might worry about keeping up with the regular speed, you can slow it down and, along with that, each video includes a transcript.

### YOUTUBE.COM

Never underestimate the power of YouTube. You can bet your teens are using it to learn everything from how to play the ukulele to how to code using Ruby. One of the best things about YouTube is seeing video techniques in the videos you watch

that you then want to try yourself. For example, I often see a video editing trick in a YouTube video I'm viewing that I really like, then I find another video that teaches me how to do that cool thing.

Some favorite YouTube channels to keep an eye on:

**Make** is a channel that provides new content weekly on a variety of maker projects involving wood, 3D printers, and coding. There are videos from a variety of makers to support different learning styles and interests. Also check out their Kids Make: channel for kids or any beginning learning.

**ASAPScience** is a great channel for those of us who haven't taken a science class since high school. The whiteboard style animation makes the content easy to consume and often inspires or straight up suggests experiments so you can explore the topic further.

**Challenges:** Not all content makers keep up with the demand. It isn't like they are getting paid much, if anything, to make these videos. So sometimes you find someone you really like and then they stop making tutorials because life gets in the way.

**Best Feature:** With thousands of hours of tutorials uploaded to YouTube, you can pretty much always find something you are interested in . . . but that is no guarantee of quality. This in itself is a great learning opportunity. If you are having trouble finding a tutorial of merit, you can bet your teens are too. How do you help them discover the best learning resources out there?

## FEATURES

### Where to Get Started in Your Continuous Learning (Continued)

#### INSTRUCTABLES

Instructables is known for easy to consume directions and a passionate community curating resources.

The site allows anyone to join and add Instructables (directions) for a project (with pictures or video). Instructables that are liked by members or replicated by other users rise to the top. The sheer volume and variety of Instructables is both inspiring and daunting.

**Challenges:** Some Instructables are better than others, but many

projects have more than one set of directions, and through community voting, the best of the best rise to the top.

**Best Feature:** I love the nerdiness of the Instructables community. It is pretty cool to go to their page and see what people are making, how they are inspired, and all the cool things that are created in the world. The Futures Report emphasizes the power of peer-to-peer learning networks, and Instructables is a great example.

staff, recognizing their achievements. The Futures Report highlights the importance of peer-to-peer learning networks, so encourage these among staff and see your efforts and investments multiply.

Failure is an important part of the learning process, one that is often ignored or forgotten (or swept under the rug). We all have to accept the fact that learning is going to involve failure. Create a culture that doesn't punish failure, that encourages reflection and improvement, and asks staff to share what they have learned. The sooner we recognize that we all fail, the better we can serve teens (who have a long life of failure ahead of them).

#### How it is being done...

Based on a program piloted by the Charlotte Mecklenburg Library, the Shawnee branch of the Johnson County Library encourages all staff to take a "happy hour" once a week. This is at least one hour for staff to pursue a project or topic that interests

them. This hour is for ALL staff, which includes pages, clerks, librarians, and managers. One part-time staff member uses her hour to explore her passion for zines and has even started a project to bring a small zine collection to the library. This is a great way to ease into a culture of learning. Start with one hour, and see how library staff surprise you.

Business leaders see the importance of allowing employees time to develop themselves and their ideas in the bottom line of their companies. Famously, 3M allows employees to devote 15 percent of their time to personal projects. You probably use one of the byproducts of this 15 percent time every day, the Post-it. Created in this "personal project" time, the Post-it has been an indispensable office product for generations of librarians. By allowing employees to explore ideas and passions at work, 3M has gained thousands of patents and successful products.

Of course, learning doesn't stick if you aren't using your new skills!

Think about problems the library needs to solve, and brainstorm some solutions that involve learning opportunities. The Design Thinking model championed by the Stanford Business School keeps the problem at the core of innovation. With the problem at the top of your mind and considering the audience you want to impact with your solution, brainstorm as many ways as possible to reach your ideal future. Think outside the box, or try Design Thinking exercises to get your creative-problem-solving juices flowing. Then start small, fail often, and reflect on your experience and improve on your next attempt toward solving the problem. Learning opportunities that might solve library problems could focus on:

- Building an Arduino door counter for your building
- Creating a stylish flier for an upcoming program or new service
- Making a dub-step video to advertise for your institution
- Learning to play Taylor Swift songs on the ukulele to record a sing-along video with the teens in your space
- your awesome idea here

#### Final Note

Creating a workplace culture that supports and encourages staff learning is challenging. It will never naturally float to the top of our to-do list—there will always be another fire to put out, another program to plan, another customer at the desk. But it is something we have to do if we want to engage teens in the future library.

"Clearly, if all libraries serving teens want to more effectively serve today's 'connected' teen and demonstrate value to the community, they must ramp up engagement in areas beyond academic or formal learning, and make this engagement visible to teens, their families, and the community. It is not enough to merely use



# Fail

## First Attempt in Learning

the tools that adolescents are using—the internet, social networks, and mobile devices. Libraries need to embrace the connected learning model and recognize that they must do more to engage teens via the library’s technology presence and services. Ultimately, we must be the proverbial dog that wags the tail of technology instead of being driven by technology without a

clear purpose or aim of how it can impact teen services.” (Futures Report, p. 6)

As we move toward the envisioned future of YALSA’s report we can help our teens and ourselves by making time to learn. Library staff are our most versatile tool, so let’s put that flexibility to use and learn to create, share, consume, and evaluate content.

And then let’s turn it around and give the same opportunities to the teens in the communities we serve. ■

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KATE MCNAIR is the Teen Services Coordinating Librarian at the Johnson County Library in the Kansas City, Missouri metro area, and a member of the YALSA Board of Directors.

# Tell the Story: Use Outcomes to Show the Difference Your Program Makes

Ideas on how to gauge the impact your programs have on the teens in your community.



Sara Ryan

**M**ultnomah County Library, like many other libraries around the country, is becoming increasingly focused on tracking and sharing the outcomes of our work. Traditionally, we find fairly clear outcomes when we engage in evaluation of projects that serve a discrete patron group. For example:

- Booktalking or author visit oriented outreach that targets students at high-poverty schools where many read below grade level
- Working in partnership with educators to identify significant changes in students' behavior, such as reading a book for pleasure for the first time.

It's more challenging, however, to tie outcomes to makerspaces and other types of teen programming in our locations when we might not see a consistent group of teens whose informal learning and social-emotional development we can track over time. At the Multnomah Library we are working on a number of fronts to incorporate and understand outcome measurement, and it's not always easy or straightforward.

That's why I wanted a tool that could help us decide what kinds of outcomes to track in our work with teens, including some ideas about how to track and share them. The idea behind this is not necessarily for a library to track every one of the possible outcomes that I describe in this article (full disclosure we're not tracking all of these yet at Multnomah!) but rather to help library decision makers identify the ones that will most effectively show the impact of their work for and with teens.

I had the opportunity to create the tool with feedback from other teen services professionals around the country who are part of the YOUmedia Network.

## What we are Working to Track and Achieve

When we work with youth, the ultimate goal is to make positive impacts on their lives—impacts that can change the way they see themselves, their abilities, and their roles in their communities. When we're able to describe those positive impacts on youth in concrete terms, it helps colleagues, funders, and communities understand why this work matters.

That's where outcomes come in. Outcomes help answer key questions:

- How does your program make a difference for youth?
- What has changed for the youth who participate?

Outcomes are a way of showing the difference your program makes. Outcome measures are the data you collect that helps you tell that story. When you start working with outcomes, don't limit yourself to dry reports and PowerPoint presentations! The ways you tell the story of your program can be as creative, innovative, and surprising as the youth involved with your program.



Because the tool for tracking outcomes that I created uses the YOUmedia Hallmarks as a starting point, it will resonate the most with people who are involved with connected learning programming for and with teens in YOUmedia Learning Labs and similar spaces. But any set of goals or values can be a starting point for determining what to measure to show that those goals and/or values are being met. Similarly, the possible measurements included for each Hallmark are also simply a starting point.

## What are YOUmedia Learning Labs?

YOUmedia Learning Labs are creative, transformative, and dynamic spaces that aim to put connected learning into action. With a commitment to equity and digital inclusion, they expand opportunities for interest-driven learning by youth. YOUmedia Learning Labs are centered around production and guided by a core philosophy that youth are best engaged when they are discovering and following their passions, collaborating with others, and being makers and doers.

YOUmedia Learning Labs come in many shapes and sizes and can be found in libraries, museums, community centers, and school settings. They are known by a small set of distinguishing features, which are their Hallmarks. The information that follows connects Learning Labs Hallmarks with methods for determining success.

### **Hallmark: Strive for a Balance of Hanging Out, Messing Around, and Geeking Out (HOMAGO)**

This Hallmark speaks to the range of possible ways for youth to engage, to the idea that youth are not required to have any particular skill set or background in order to engage, and that youth should be supported as their interests evolve and deepen.

### **What demonstrates that this Hallmark is being met?**

- Youth feel that the space/programming is welcoming
- Youth are able to discover new interests
- Youth are supported in taking the next steps to learn more
- Youth can share their skills with others
- Youth regularly choose to come to the space

### **Possible measurements**

Youth agree with statements like:

- I feel welcome and comfortable here
- I've learned new things
- I've become more interested in a topic because of this experience
- If I want to learn more about something, I know how to find out more, or who to ask to increase my knowledge
- I feel confident helping others

To capture the concept of youth becoming “regulars,” consider ways to track how often any particular youth attends/participates—perhaps a paper sign-in sheet, logging onto a device, checking out equipment with a library card, or earning a digital badge based on number of visits.

To demonstrate that youth feel welcome and comfortable, consider asking youth for photos, drawings, videos, text messages, emojis, gifsets, etc., that describe their feelings about the program, use a video “confession booth” where youth can talk about what they've done and what they're excited about, or ask youth to do a “thumbs-up/thumbs-down” at the end of a program.

### **Hallmark: Foster a Culture That Prioritizes Equity, Inclusion, and Youth Leadership**

This Hallmark speaks to successfully engaging a broad range of youth of

different racial and cultural backgrounds, sexual orientations and gender identities, religions, economic statuses, and abilities. It also underscores that youth voice is essential to decision-making and day-to-day operations.

Communities vary. In some programs, a majority of participating youth may come from similar racial and cultural backgrounds. In those programs, the work necessary to prioritize equity and inclusion is likely to focus more on other characteristics of identity such as gender or socioeconomic status. Staff should also compare the demographics of participating youth with the overall demographics of the neighborhood to see if there are particular communities of youth that the program isn't reaching, and consider what might need to change about the program to engage those youth.

### **What demonstrates that this Hallmark is being met?**

- Youth respect themselves, each other, and staff
- Staff value the contributions of all youth
- Youth are involved in making decisions about how the program operates
- Staff are intentional about creating opportunities for youth to take on increasing responsibility and leadership
- Staff are knowledgeable about the cultures and identities of youth engaged in the program
- Staff receive training in cultural responsiveness and are supported in ongoing professional development to build their skills in fostering equity and inclusion
- Publicity and marketing for the program is designed to be inclusive of diverse communities of youth, for example, photos and videos include youth of varied ethnicities and genders

# FEATURES

## Learn More

- Project Outcome: measuring the true impact of public libraries  
[www.projectoutcome.org/](http://www.projectoutcome.org/)
- Search Institute Developmental Relationships Framework  
[http://bit.ly/si\\_devrel\\_framework](http://bit.ly/si_devrel_framework)
- Young Adult Library Services Association Programming Guidelines  
[www.ala.org/yalsa/teenprogramming-guidelines](http://www.ala.org/yalsa/teenprogramming-guidelines)
- Documenting and Assessing Learning in Informal and Media-Rich Environments, a report to the MacArthur Foundation  
[http://bit.ly/assessing\\_lrng\\_enviros](http://bit.ly/assessing_lrng_enviros)
- Hive Research Lab Connected Mentor Framework  
<http://connectedmentor.com/>
- "It Looks Like Fun, But Are They Learning?"  
[http://bit.ly/looks\\_like\\_fun](http://bit.ly/looks_like_fun)

• Staff are intentional about inviting all youth to participate without making assumptions about whether any particular youth will be "a good fit" for the program

### Possible measurements

Youth agree with statements like:

- People from all races and backgrounds are respected and valued here
- I've had positive interactions with people of different races and backgrounds from mine here
- I've made friends with someone from a different school or neighborhood here
- My voice and ideas affect what happens here
- People here take me seriously and treat me with respect

Photos and videos can also be strong ways to demonstrate that this Hallmark is being met, simply by showing the diversity among the youth who participate. Of course, not all diversity is visible; disability, economic status, immigration status, and neurodiversity are a few examples of potentially invisible difference. However, if youth are producing creative work in the program that reflects aspects of their identities, sharing the work itself can also be a powerful way to demonstrate that equity, inclusion, and youth leadership are valued.

### Hallmark: Provide Access to Tools, Technology, and People that Support Learning, Self-Expression, Creativity, Critical Thinking, and Innovation

This Hallmark speaks to how the right combination of resources can create an environment that encourages youth in a variety of ways, fostering social-emotional growth as well as skill development.

#### What demonstrates that this Hallmark is being met?

- Youth have access to tools and technology that they're not able to use elsewhere
- Youth are supported in using tools and technology in different ways than they can in other settings (for instance, being able to pursue projects that aren't related to school assignments)
- Youth feel that staff both support and challenge them

#### Possible measurements

Youth agree with statements like:

- I can use tools here that I can't use at home, school, or anywhere else
- I can get the support I need to work on projects I'm interested in
- Staff give me practical assistance and feedback to help me learn

- Staff recognize my skills and abilities while also pushing me to strengthen them

### Hallmark: Employ a Consistent Set of Mentors Who are Dedicated to the YOUmedia Approach and Space

This Hallmark speaks to how critical mentors are to a program's success, and to the idea that the relationships that are built in a program can powerfully and positively impact a young person's identity. It also implies that the role of staff in these programs is not simply to teach a specific set of skills or guide youth through particular projects but also to be conscious of being role models for the youth who are involved with the program.

#### What demonstrates that this Hallmark is being met?

Mentors are such an important part of what makes these programs successful in engaging youth that when the other Hallmarks are being met, it's a good indication that this one is being met as well. That said, set yourself up for success:

- Explicitly define in job descriptions what it means to be a mentor, and how that may differ from more traditional expectations of employees and volunteers in your organization
- Provide training not just in tools and technology, but in strategies for being an effective mentor, which might include:
  - listening skills
  - knowing how and when to refer youth to other programs and services
  - how to maintain appropriate boundaries while remaining open to the disclosures youth may make about their lives

#### Possible measurements

This Hallmark lends itself to assessment on the organizational level. The



coordinators of a program answer “yes” to questions such as:

- The job descriptions for mentors include a clear definition of what mentoring means in our program.
- Adults who work in our program have regular opportunities to receive training in how to be an effective mentor.
- Our staffing model takes into account the importance of consistency and builds in multiple opportunities for youth to connect with any given staff member/instructor.

### **Hallmark: Support Pathways and Opportunities that Enable youth to Apply Skills in Meaningful Ways**

This Hallmark speaks to the importance of connecting what happens in the program—work that’s done, relationships that are developed, skills that are learned—to the rest of a young person’s life and future.

#### **What demonstrates that this Hallmark is being met?**

The pathways and opportunities will be different in different programs and communities. They might look like any or all of the following:

- There is a defined path from participating to becoming a peer mentor to acquiring paid employment in the program
- The work youth do in the program and/or the skills youth learn in the program have the potential to make positive change in the community
- The work youth do in the program and/or the skills youth learn in the program have the potential to lead to paid employment
- The skills youth learn and demonstrate in the program (including but not limited to public speaking, critical thinking, project planning and management,

## **Know Your Audience**

Staff who work day-to-day in a program may be pleased about this outcome: 70 percent of the youth who participate become “regulars” choosing to participate in three or more classes or open labs per month.

For front-line staff, that outcome can be a great way to show that the program is effective in attracting youth, and that youth value the space and community.

But for a funder whose primary interest in the program is how it contributes to workforce development, that outcome might not seem especially notable. The funder might be more impressed to learn that: 90 percent of youth who participate agree that

they’ve used things they’ve learned outside the space.

When you share outcomes, also consider what context your audience needs to understand them. If youth from eight different schools participate in your program, would it help for your audience to see the schools highlighted on a map along with the location of your program, to see how far youth are traveling? If youth have co-created and presented two programs, would the message be more powerful if you also include the amount of time youth spent to prepare?

Finally, what do you want your audience to do or think based on what you share about your program’s outcomes? Keep that in mind and it will help you decide what and how to share.

troubleshooting, working well with others, research, prototyping, iterating after failures) are useful in other contexts

#### **Possible measurements**

Youth agree with statements like:

- I use things I’ve learned here outside this space (in school, with my family, with friends, somewhere else)
- What I do here is important to me
- What I do here is valued by my community

You could also track how many participants eventually become peer mentors or paid employees.

#### **Communicating Your Outcomes**

Again, the main point of defining and measuring outcomes is to be able to tell

the story of your program by sharing them. That story can support funding requests, affirm the hard work of staff and mentors, and/or reveal the need to make changes. Outcomes will resonate differently with different audiences. Depending on whom you’re talking to—and why—some outcomes will be more powerful and persuasive than others. ■

SARA RYAN is the Teen Services Specialist at the Multnomah County Library (Oregon) and developed the toolkit described in this article as a part of the library’s work with the YOUmedia Network.

# Surviving a Bully at Work



Vanessa Hale and Jean Haertl

Teens aren't the only ones who are bullied, learn about policies and procedures you need to have in place in order to manage bullying situations in the workplace.

I never thought that a superior of mine would end up bullying me. I'm polite, I work hard and I think I come across as helpful and cordial. I go out of my way to offer excellent customer service and treat everyone I work with the same. So how did I end up in a place where a manager found himself ridiculing me and treating me like I was in grade school again? It took a very long time to realize that I was stronger than him, that I had done nothing wrong and that he was the bully, targeting me with his demeaning tone of voice, his behavior and his hurtful words. What was worse was that he terrified me into believing that I couldn't seek help. I'm thankful to say that I survived the experience and came out with a backbone that I never knew I had. My mother, however, would tell me it was in the genes and that I should never let a member of the opposite sex treat me as a lesser individual. The same goes for a superior, regardless of their gender.

While there is no standard definition of bullying, national experts concur it includes the "repeated health harming mistreatment of one or more targets by one or more persons by taking the following forms: verbal abuse, job threatening, humiliating, or offensive behaviors, work interference and sabotage." That does not mean it is easy to speak up. It's a stressful thing to tolerate and the bottom line is it is not right, nor is it acceptable in any environment, but certainly not in the workplace.

Not only is bullying dangerous for the person who is being targeted, but it is a mindset that cannot be allowed by the manager; in some cases it has led straight to litigation. From a human resource perspective, employees and managers alike need to be trained in professional conduct, dealing with difficult people, discrimination prevention and customer service excellence. Employees who have been bullied suffer anxiety [94%], sleep disruption [84%], loss of concentration [82%], shame and embarrassment [49%], and depression [41%]. This does



incredible damage to a workplace, and especially in a library where the public expects to feel safe and free from harassment. According to recent statistics, bullying is more prevalent than sexual harassment and workplace violence combined. 35% of workers in the United States report being bullied at some point in their career. (Dr Gary Namie, Workplace Bullying Institute Survey, 2010) 27% of HR professionals have been victims of bullying (SHRM study, 2011). Simply stated, ignoring a bully in your workplace will cost you. Targets call out sick, morale plummets and sadly, many victims are reluctant to report it out of fear of retaliation or concern that “nothing will happen.”

## Signs of Bullying in the Workplace

What are some of the indicators that someone you work with is being bullied? Remember, it might not always be an employee. In the case of the library, it might be a patron, a vendor, a member of the board of trustees or a volunteer. A library is crawling with more volunteers than most other city or town departments. Policies should always take them into account as well as the paid staff. Who else looks out for the volunteers that may not know whom to turn to?

There are certain behavioral changes that may be a red flag. Has the employee been calling in sick more than usual? Have they started eating lunch at their desk and avoiding the break room? Do they seem less energetic or eager to take on new projects? When an employee, who has had a good track record, starts to socialize less, begins to appear desultory and may develop a lackluster attitude, it can be a sign of bullying. It will come as no surprise that affected employees often will not reach out or speak up. For many, there is a fear of retaliation. Imagine if you are the sole supporter for your family, or even a single parent.

Depending on what is happening in your workplace, you will be afraid of losing your job, your income, your health insurance and wondering how would you get another job in the same field. If you work in the public sector, you may fear losing the pension and retiree health insurance that you have always worked toward. None of this is acceptable, but it has happened. Now think about being in that situation and recall that if you work in a school or public library, nearly everything about your employment is a public record. It can be downright terrifying! This is not so dissimilar to other people dealing with post traumatic stress disorder [PTSD]. Many of the lingering

that bullying is the problem. Often, if managers do not take the time and effort to understand the conduct, they will dismiss it as “a communication problem between the target and the alleged ‘wrongdoer.’” A manager or supervisor should listen carefully to reports that include “humiliating language, job interference or sabotage, interrupting.” These reports should not be dismissed; rather, managers should consult with HR professionals and quickly conduct fact finding if needed. Targets often fear investigations will be biased or tainted by “internal politics,” thus efforts must be made to ensure an unbiased and prompt fact finding in response to



## Bullying is conscious, abusive workplace conduct, not a personality conflict.

symptoms are the same. If you work for an elected official, there is minimal impact to someone with that authority. It's quite difficult to enforce Code of Conduct policies on those who only report to the electorate.

### Managing Bullying Situations

So what can a manager do to avoid situations like this? Jean Haertl, a national expert and investigator into allegations of bullying says, managers should first become educated about exactly how to identify and respond to allegations of bullying. Haertl states, “Bullies are often invisible to managers as they consciously alter their conduct in the presence of higher ups; although typically many workers may be aware of the conduct.” In addition, targets may report the conduct in different ways, using words that may not signal to a manager

complaints. Haertl emphasizes that at no time should managers attempt to conduct mediation or conflict resolution in response to bullying complaints. Even the HR director may not be the appropriate person to resolve or investigate the matter. She/he may be involved if they supervise one or more of the individuals. Although there is a cost to outsourcing a fact finding session or internal investigation at the outset, it may be far less than the cost to the organization of legal fees and damages brought by a complainant.

### Have a Policy and Provide Training

Clear policy language outlining the specific prohibited conduct must be included and disseminated to all employees. Most important, however, is to ensure training is provided to leadership first and subsequently to all employees. Haertl suggests the following

### Bullying: Management or Personality Conflict?

#### Bullying vs. Unprofessional Behaviors:

- Bullies target one or more individuals – behaviors are minimized in presence of higher-ups.
- Is a pattern of behaviors designed to humiliate and gain control.
- Bullies are “known offenders” to many in the workplace. Elephants in the room.
- Targets are silenced, afraid and unwilling to report.
- Bullies deny, minimize and blame the target.

—By Jean Haertl

language be added to policies prohibiting unprofessional conduct and bullying:

- Unprofessional behavior(s), e-mails, and/or gestures that a reasonable person would find intimidating, humiliating, offensive, or that adversely affect staff work performance.
- Physically aggressive behaviors and gestures that would place a reasonable person in fear, and/or that adversely affects staff work productivity.

Your workforce should include not only policies that address bullying, but clear policies addressing workplace

violence and discriminatory harassment. According to Haertl, “Bullying, like domestic violence, occurs because the abusers are allowed to get away with the conduct, and have historically received no accountability or discipline for it.” Haertl also warns that if not taken seriously, bullying complaints may lead to complaints of discriminatory harassment and subsequent claims if the employer was on notice of the conduct but failed to take appropriate action to investigate and stop the conduct. Managers must actively listen to reports, take them seriously and refrain from making initial statements that may discourage the target. Recognizing the courage it takes to come forward is an effective initial response. According to Haertl, managers must also step aside, refrain from investigating their own direct reports and allow for an unbiased party to investigate the matter and provide findings and recommendations. Another resource that should be emphasized is the Employee Assistance Program (EAP). Most organizations contract with a vendor to provide health and wellness services through an EAP. EAP’s are designed to help the employee or his/her family, as well as the work organization lessen the impact of stress. Options include assessment services, crisis intervention, consultation and training. This type of benefit is at no cost to the employee or their family member and should be encouraged at all times.

### Remember What Bullying is and What Should be Done About It

To reiterate, there is a difference between a personality conflict and

bullying. Some people just can’t get along, and that’s okay. According to Haertl, bullying conduct involves a series of conscious acts to target and humiliate an individual, with the offender able to “change and alter” his or her conduct with others. On the other hand, personality conflicts typically do not give rise to longstanding fear and humiliation for the parties involved, and rarely lead to a fear of termination from employment.

What do you do when you learn that bullying is taking place within your workplace? After a thorough and unbiased investigation, it is critical that the conduct stop. Managers must ensure the offender receives discipline in line with the conduct and the target receives services, including EAP referrals, time off if needed, and a clear statement that the workplace will not tolerate any form of retaliation. While office gossip may prevail, every attempt should be made to keep the fact finding and resolution as confidential as practicable. Once you begin to take reports seriously, you will be going a long way to encouraging targets to come forward and report this conduct. Eliminating bullying starts with an educated workforce and leadership. We owe it to our employees to draw a line in the sand and say “NO” to any and all forms of abuse at work so we can do the work we love. ■

Vanessa Hale is the assistant town administrator/HR Director in Southborough, Massachusetts. Jean Haertl is the CEO of Safety and Respect at Work, LLC, Inc, a consulting firm that advises, investigates and trains clients about safe workplaces and bullying prevention



# The YALSA Update

## Get More Involved in YALSA!

**D**o you feel like there's a home for you in YALSA that addresses YOUR interests and passions? If the answer's "no," consider starting an Interest Group! All you need are 14 of your peers who share the same interest, whether it's makerspaces, graphic nonfiction, youth services management, creating badges for summer learning, or something else relating to serving teens through libraries. An Interest Group offers the chance to connect with like-minded peers virtually, or if meeting in-person is your goal, consider creating a local Interest Group such as a Twin Cities Interest Group, or a Northern Virginia Interest Group. Find out more on the YALSA website: [www.ala.org/yalsa/workingwithyalsa/faq](http://www.ala.org/yalsa/workingwithyalsa/faq)

## Be a Mentor or Proteg  in YALSA's Mentoring Program!

Applications for YALSA's 2016–2017 Virtual Mentoring Program opened April 1st. This program pairs an experienced library staff member with a new library staff member or graduate student. All participants are required to devote 4 hours per month, for a continuous 12 month period, to the program. This year's program runs from August 2016–July 2017. Participants are strongly encouraged to design a project to work with their mentoring partner on throughout the mentoring year that relates to YALSA's recent

report, "The Future of Library Services for and with Teens: a Call to Action." Learn more and apply at [www.ala.org/yalsa/profdev/mentoring](http://www.ala.org/yalsa/profdev/mentoring).

## 2016 Teens' Top Ten Nominees!

The official 2016 Teens' Top Ten nominees were announced during National Library Week, April 10–16. Please encourage teens to read the nominated titles throughout the summer so they can vote their favorites starting August 15. Access the list of nominees as well as a free toolkit to help you incorporate the Teens' Top Ten into your summer learning program at [www.ala.org/yalsa/teenstopten](http://www.ala.org/yalsa/teenstopten).

## YALSA Seeks Nominees for the 2017 Slate

Associations function because of the great work of their members, and every year YALSA, with its more than 5,200 members, looks for about 30 dedicated folks to run for various elected positions for award committees and board positions. YALSA is currently seeking candidates for the following board positions: President–Elect, Board Member At-Large, and Fiscal Officer. The following award committees have elected seats: Edwards, Printz and Nonfiction. These committees will begin work on Feb. 1, 2018. Elected board members will begin their work June 26, 2017.

If you have an interest in putting your name on the ballot for one of these positions, we recommend that the first thing you do is learn about what the expectations are for board or committee members. These resources can help:

- Talk to current award committee chairs to get first-hand information about what is expected of committee members: [www.ala.org/yalsa/workingwithyalsa/committees/committeechair](http://www.ala.org/yalsa/workingwithyalsa/committees/committeechair) and read the Committee FAQ: [www.ala.org/yalsa/committee-faq](http://www.ala.org/yalsa/committee-faq)

- Talk to current board members to learn more about board service: [www.ala.org/yalsa/board-directors](http://www.ala.org/yalsa/board-directors) and read about board service online: [www.ala.org/yalsa/workingwithyalsa/election](http://www.ala.org/yalsa/workingwithyalsa/election)

If you think you have both the necessary experience and time available to serve on YALSA's Board or an award committee, please contact the Awards Nominating Committee Chair, Franklin Escobedo at [adrithian@yahoo.com](mailto:adrithian@yahoo.com) or the Governance Nominating Committee Chair, Paula Brehm-Heeger, [paula.brehm-heeger@cincinnati.library.org](mailto:paula.brehm-heeger@cincinnati.library.org) to express your interest.

## Join YALSA at the ALA Annual Conference!

YALSA has big plans for Annual 2016—join us in Orlando, FL, June 24–28 for five action-packed days with an abundance of opportunities for learning, networking, and face-to-face interactions with your favorite authors and experts in the teen services field. For a complete listing of YALSA events, please visit: <http://tinyurl.com/YALSAac16>.

To register, please visit [www.alaannual.org](http://www.alaannual.org). Already registered? You can add special events such as the brunch honoring Edwards Award winner, David Levithan, to your existing registration in two ways: (1) by phone: Call CompuSystems at 855-326-8344 and ask to add the Edwards Brunch to your existing registration; or (2) online: Click on the dashboard link found in your registration confirmation email. If you need additional assistance with adding events, email [alaregistration@compusystems.com](mailto:alaregistration@compusystems.com).

## Conference Events

YALSA will also be hosting the following ticketed events:

- **YALSA and Booklist Present: The Michael L. Printz Program and Reception**

## Friday, June 24, 8–10pm

Kick off your Annual Conference by attending the Michael L. Printz Program and Reception on Friday night! Come listen to the 2016 Michael L. Printz winner Laura Ruby speak about her writing. Then Laura Ruby and honor book authors Marcus Sedgwick and Ashley Hope Pérez will respond to questions, followed by a reception. The annual award is administered by YALSA and sponsored by Booklist Publications. Tickets—\$34.

- **Margaret A. Edwards Brunch Saturday, June 25, 10:30 am–12 pm**

Come join us for brunch and listen to the winner of the 2016 Margaret A. Edwards Award, David Levithan, speak about his writing. The award honors the author's significant and lasting contribution to writing for teens. The annual award is administered by YALSA and sponsored by *School Library Journal* magazine. Tickets – \$39

- **YA Author Coffee Klatch Sunday, June 26, 9–10 am**

Enjoy coffee and meet with YALSA's award winning authors! This informal coffee klatch will give you an opportunity to meet authors who have appeared on one of YALSA's six annual selected lists or have received one of YALSA's five literary awards. Librarians will sit at a table and every 3 or 4 minutes, a new author will arrive at that table to talk about their current projects! Tickets—\$25. See the full list of authors participating at <http://tinyurl.com/YALSAac16>.

Advanced registration ends June 17, 2016. Register in advance and save on onsite registration costs.

Find more details about registration and housing at the ALA Annual website, [www.alaannual.org](http://www.alaannual.org). For more information on YALSA's Annual

Conference schedule, visit the YALSA Annual Conference wiki page, <http://tinyurl.com/YALSAac16>.

## 2017 Annual Conference Program Proposals Open June 1

Proposals for continuing education sessions to be presented at the 2017 ALA Annual Conference in Chicago, IL, June 23–27, 2017 will be accepted starting June 1, 2016 through August 1, 2016.

YALSA is accepting proposals for creative, innovative programs that address topics of focus in the "Future of Library Services for & with Teens: a Call to Action" report. Access the report at <http://tinyurl.com/yalsareport>

Proposals must fall within one of the following categories:

- Teens/demographics
- Collections
- Spaces (physical and virtual)
- Programming
- Staffing
- Youth Participation
- Outreach
- Administration/Policy

Individuals may submit multiple proposals; however, no individual will be chosen to present or co-present more than one program. Proposals that are largely sales pitches or that focus on only one particular product will not be accepted. All presenters, moderators, speakers, etc. will be expected to cover their own travel and conference registration costs. Most program time slots are 60 minutes in length. However, there are a limited number of 90 minute time slots available.

The YALSA membership will vote on all of the programs that were submitted to determine which programs will move forward. Those who submitted proposals will be notified of their status the week of September 15, 2016. Visit the YALSA website at [www.ala.org/yalsa](http://www.ala.org/yalsa) for updates.

## Apply Now for YALSA's 2016 Symposium Travel Stipend

Any individual interested in attending the Young Adult Library Services Association's (YALSA) 2016 Young Adult Services Symposium, taking place in Pittsburgh, PA, Nov. 4–6, 2016 can now apply for a travel stipend to offset travel expenses.

Two travel stipends, both worth up to \$1000 each, are available. One travel stipend will be awarded to a student member, while the other will be awarded to a library worker. Apply by June 1, 2016 at [www.ala.org/yalsa/yasymposium](http://www.ala.org/yalsa/yasymposium).

The 2016 YA Services Symposium will take place at the Westin Convention Center, Pittsburgh with a theme of: **Empowering Teens to Increase your Library's Impact**. Approximately 500 library workers, researchers, educators, youth advocates and others will come together to explore best practices in designing youth participation opportunities, how empowering teens through libraries address such issues as equity and inclusion, what knowledge and skills library staff need in order to actively engage teens of all backgrounds in youth-driven services and programs, and more. Learn more about the symposium at [www.ala.org/yalsa/yasymposium](http://www.ala.org/yalsa/yasymposium).

## Read for the Fun of It! October 9–15, 2016

Teen Read Week™ 2016 features the multilingual theme, "Read for the Fun of It!" and will be celebrated October 9–15, 2016. An annual celebration, this year's theme encourages libraries to leverage Teen Read Week as a time to highlight services and resources for and with the 22% of the nation's youth who speak a language other than English at home, as well as spotlight all the great resources and activities available to help teens build literacies skills while reading for the fun of it.



Visit the just launched Teen Read Week website for updated resources for activity ideas, planning resources, publicity tools, products, and more. Sign up for a free online community member account on the Teen Read Week website to get access to exclusive resources such as a themed logo, webinars, and more. Learn more and sign up at [www.ala.org/teenread](http://www.ala.org/teenread).

Official themed Teen Read Week products are available for purchase at [www.alastore.ala.org/trw](http://www.alastore.ala.org/trw), including the downloadable 2016 themed Teen Read Week Manual, created by YALSA's 2016 Teen Read Week Committee, with tips and ideas on programming, publicity, displays, and more relating to the 2016 theme. Other products include themed posters and bookmarks. Purchases support the work of YALSA and ALA.

### Apply for the Teen Read Week™ Grant!

YALSA members can now apply for a Teen Read Week program grant, funded by the Dollar General Literacy Foundation. Ten grants worth \$1,000 each are available. Details including how to apply can be found at [www.ala.org/teenread](http://www.ala.org/teenread). Applications are due June 1, 2016.

### Be a Part of National Library Legislative Day!

ALA is hosting National Library Legislative Day in Washington D.C. May 2–3, 2016. Learn more at [www.ala.org/NLLD](http://www.ala.org/NLLD). For those who can't make the trip to Washington DC, we still need your participation! ALA and YALSA are planning several easy ways that you can participate virtually. To learn more about what you can do from your home state, visit [www.ala.org/united/advocacy/virtuallegday](http://www.ala.org/united/advocacy/virtuallegday). Don't forget YALSA has lots of advocacy resources to help you speak up for teens and libraries year-round at [www.ala.org/yalsa/advocacy](http://www.ala.org/yalsa/advocacy).

## Participate in our Top Ten Summer Learning Programs Contest

The YALSA Teen Programming HQ is looking for YOUR summer learning program ideas! We want your ideas for programs that expand the traditional concept of summer reading into the bigger focus on summer learning. Are you doing programs around STEM/STEAM, digital literacy, college and career readiness, service learning, or something else that pushes the envelope to connect literacy skills with learning? What programs are you offering that are aimed at underserved and underrepresented populations in your community? To enter, just submit an outline of your program on the Teen Programming HQ site at <http://tinyurl.com/yalsaTeenHQ>.

The top ten ideas will become YALSA's official 2016 Ten Best Summer Learning Programs, and each of the ten winners will get a swag pack chock full of great stuff from YALSA. In addition, one winner will be chosen at random from all the entries to receive a \$50 Amazon gift certificate. The contest runs April 1 through May 1 and will be judged by the Teen Programming HQ's member manager and content experts. The "top ten" will be revealed mid-June. Questions? Please email Jessi Snow at [yalsahq@gmail.com](mailto:yalsahq@gmail.com).

## YALSA Member Awards and Grant Winners

Each year YALSA gives more than \$150,000 in awards and grants to its members. The deadline to apply for most grants is December 1 and applicants must be current members of YALSA.

The 2016 awards and grants winners are:

- ABC-CLIO/Greenwood Service to Young Adults Achievement Award: Betsy Fraser

- Baker & Taylor Collection Development Grants: Denise Bortolussi and Anna Kilcullen
- Baker & Taylor Conference Grants: Amy Miller and Samantha Roberts
- Board Fellow: Trixie Dantis
- Dorothy Broderick Student Conference Scholarship: Stacey Shapiro
- Emerging Leader: Kayla Marie Figard
- Frances Henne/YALSA/VOYA Research Grants: Deborah Rinio
- Great Books Giveaway: Franklin Pierce School District in Tacoma, Washington; Ontario (California) High School; and Washington County Public Library in Chipley, Florida
- MAE Award for Best Literature Program for Teens: Lisa Brennan
- Margaret A. Edwards Trust Literacies Grant: Elizabeth Bowen and Jasmine Richards
- Midwinter Paper Presentation: June Abbas and Kyungwon Koh
- National Library Legislative Day Travel Stipend: Denise Tabscott and Julie Ann Winkelstein
- Spectrum Scholar: Alice Son
- Volunteer of the Year Awards: Tara Smith and Melanie Wachsmann

To apply for 2017 awards and grants visit [www.ala.org/yalsa/awards&grants](http://www.ala.org/yalsa/awards&grants). Most applications are due Dec. 1, 2016.

## 2016 Summer Learning Resources and Summer Teen Intern Grant Recipients Announced

20 libraries were chosen to receive YALSA's 2016 Summer Learning Resources Grant. The grant's purpose is to provide libraries with funds to purchase literacy resources that strengthen and expand the impact of the library's summer learning program for teens most vulnerable to summer learning loss, including teens who speak English as a second language, teens in socio-economically challenged communities, and teens who

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## PLUS

are at risk of failing school. Each grant is worth \$1,000. A list of the recipients can be found at <http://tinyurl.com/yalsa16summergrant>.

20 libraries were chosen to receive YALSA's 2016 Summer Teen Intern Grant. The grant allows libraries to hire teen interns to assist in the implementation of their summer learning

programs, while also helping teens gain real world work experience, and develop professional skills. Each grant is worth \$1,000. A list of the recipients can be found at <http://tinyurl.com/yalsa16interngrant>.

Both grants are possible through the generous sponsorship of The Dollar General Literacy Foundation. To learn

more about the grants and summer learning, please visit the Summer Learning website at <http://summer-reading.ning.com/>. The Summer Learning website is an online space where educators, library workers and out-of-school-time providers can find and share helpful summer learning resources. ■

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## Guidelines for Authors

*Young Adult Library Services* is the official publication of the Young Adult Library Services Association, a division of the American Library Association. *Young Adult Library Services* is a vehicle for continuing education of librarians working with young adults (ages twelve through eighteen) that

showcases current research and practice relating to teen services and spotlights significant activities and programs of the division.

For submission and author guidelines, please visit <http://yalsa.ala.org/blog/yals/submissions/>.

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## Index to Advertisers

Annick Press .....21  
Atlantic Publishing..... 44

Disney-Hyperion Books.....Cover 4  
FireTrail Publishing.....Cover 3



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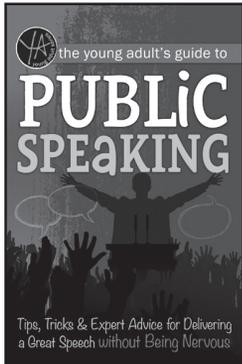
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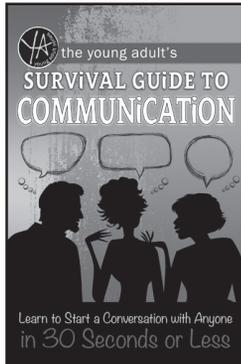
To learn more about Teen Tech Week and how to become a sponsor,  
please visit [www.ala.org/teentechweek](http://www.ala.org/teentechweek)



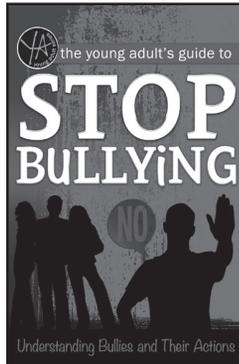
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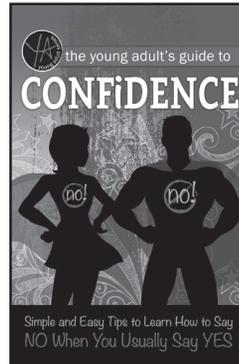
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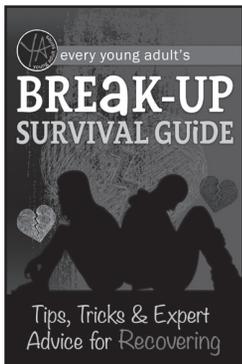
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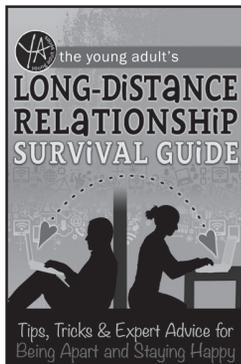
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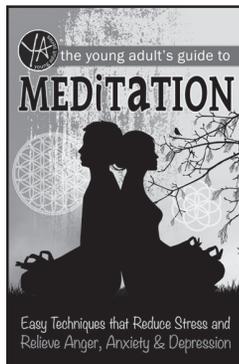
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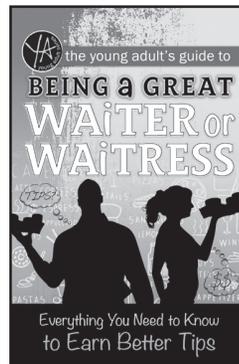
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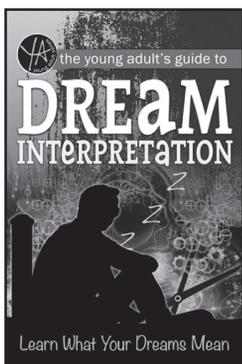
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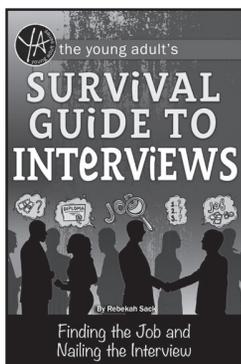
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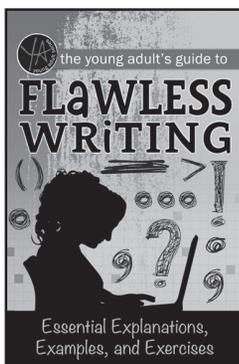
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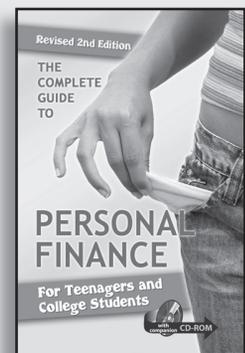
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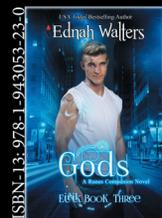
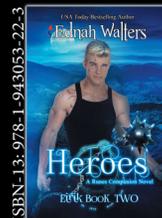
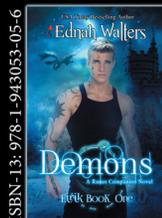
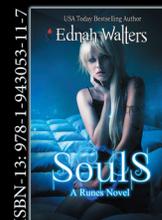
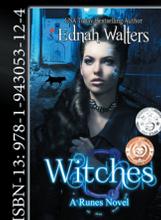
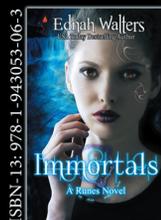
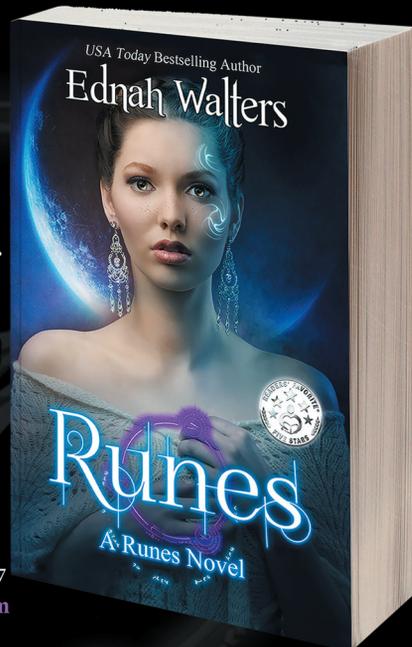
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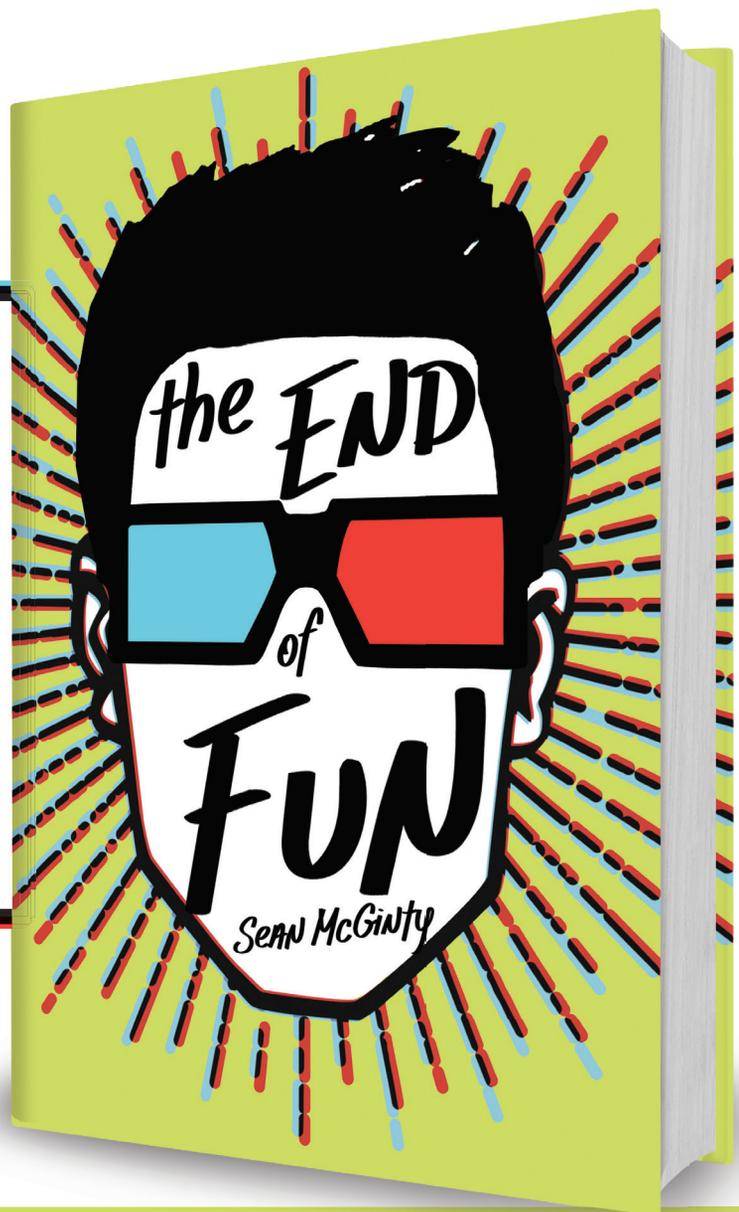


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