



Thank you for submitting a proposal for the AASL 15th National Conference! Your proposal has now been stored in a database which will be reviewed by the National Conference Program Review Subcommittee. Notifications will be sent in July 2010 for preconferences and January 2011 for concurrent sessions. Please contact the AASL office at aaslprofdev@ala.org if you have any questions.

For your records, below is the summary of the proposal you submitted.

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Moiria Ekdahl Vancouver School Board 1580 West Broadway Vancouver, BC, V6J 5K8	Additional Presenter
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A Discussion About Crossing Borders: "Dewey" Level School Library Collections?

What type of session are you submitting this proposal for?	Concurrent session (live/onsite) - 75 minute session
If submitting for a live/onsite session, would you be willing to also have it recorded and offered as a webinar as part of the virtual conference?	Yes
Title of Session (150 character limit)	A Discussion About Crossing Borders: "Dewey" Level School Library Collections?
Target Audiences (select all that apply):	Administrators Classroom Teachers Curriculum Specialists Library Supervisors School librarians
Grade Levels (select all that apply):	K-3 4-6 Junior/Middle Senior/High
Experience Levels of Audience (select all that apply):	0-5 years in the profession 6-12 years in the profession 13-20 years in the profession 20+ in the profession
Preferred Room Set (select your preference(s)):	Schoolroom
Program Description for Promotional Purposes (Short, 75 word limit)	This session will focus on the need for school librarians to actively resist the practice of re-organizing school library print collections by reading level, in order to enable students to meet the AASL Standards for the 21st-Century Learner. The presenters, from the BC Teacher-Librarians' Association and the Washington Library Media Association, have made principled stands for students' freedom to read. Tools, resources, and examples will be shared.
Program Description for Program Reviewers (Long, 300 word limit)	Organizing all or part of a school library's print collection by reading level has been described as "a relatively new phenomenon" (Houston 2008) and is likely associated with the onset of NCLB, increased standardized testing, the political narrowing of the definition of literacy, and the surge of a literacy industry that purports to offer simple "solutions." This session will focus on the need for school librarians to actively resist the organization of school library print collections by reading level, or the "leveling" of school library collections. The presenters will relate research and examples, and invite participants to interact in small-groups and as a whole through the use of technology (Wallwisher, EtherPad). They will also discuss tools and resources and their own personal

experiences, and in doing so will demonstrate collaboration between regions. Two presenters, representing the British Columbia Teacher-Librarians' Association (BCTLA), have written a position statement against the leveling of school library collections in response to a local situation, and another, from the Washington Library Media Association (WLMA), used the position statement as part of a principled stand against leveling at his school; a stand which ultimately led to his firing.

The presenters will demonstrate that the leveling of the school library print collection is counterproductive with regard to the AASL Standards for the 21st-Century Learner; organization and restriction by level prevents students from being able to practice and move toward mastery in a number of areas (eg: disposition in action 1.2.2). With a leveled print collection, students are constrained in their ability to self-assess their reading preferences and information-seeking strategies, and to re-focus and adapt (eg: 4.4.6). Print collections—as one part of the whole of the school library's available learning resources—organized to enable the Standards to be enacted are critical to ensuring the indispensability of school librarians and the demonstration of the significant role of school librarians in 21st-Century learning.

Program Outline

The main point of the program is that the use of reading levels as an alternate classification system is not an appropriate strategy for school library print collections. Many school librarians are feeling pressured to level collections because of the testing agenda and the "literacy industry," Jamie McKenzie noted (keynote speech, BC Teacher-Librarians' Association conference 2010) that school librarians are the defenders of a rich definition of literacy, and this may seem daunting—the presenters are all too familiar with the possible repercussions of taking a stand—but the presenters intend to provide tools, resources, and examples to support school librarians in holding fast to long-standing values and what the research and Standards make clear. These tools, resources, and examples will include commentary from representatives of major leveling systems such as Fountas & Pinnell, who will set the record straight about the use of leveling systems as alternate classification systems for school library print collections.

Various learning styles, including the visual and auditory styles, and the use of technology will be incorporated. Learning will also happen individually, in small groups (table talk activity) and as a whole group (use of Wallwisher and EtherPad to submit comments, questions and personal experiences for discussion). In addition to being linked to many aspects of Standards 1 and 4 (eg. disposition in action 1.2.2, self-assessment 4.4.6), the program is also linked to the AASL Strategic Plan; the session will provide tools that will help to ensure our indispensability, by demonstrating that we are a part of 21st-Century teaching and learning and that this is linked to an evolving collection organized to benefit students. Finally, the session will demonstrate the Strategic Plan goal area of community, modeling an interesting collaboration between individuals and school librarian associations in British Columbia and Washington state.

Program Learning Objectives (list up to 3):

Learning Intentions:

1. That participants will become familiar with research that strongly suggests that leveling is an appropriate strategy when used as intended in classrooms.
2. That participants will become familiar with the relationship between the AASL Standards and supporting collections that are not organized by reading level.
3. That participants will become familiar with strategies, tools and resources developed to defend against requests to level school library collections.

How are the "Standards for the 21st Century Learner" addressed?

Standard 1: Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.
Standard 4: Learners use skills, resources, and tools to pursue personal and aesthetic growth.

Please rate the level of difficulty of this concurrent session:

Intermediate

Please select the Strand (select only 1 strand and 1 subcategory):

Strand 1 - PROGRAM ADMINISTRATION
Collection Development