

# RESOURCES FOR SCHOOL LIBRARIES

## In the Ratner Media and Technology Center of the JECC

### BOOK SELECTION AND COLLECTION DEVELOPMENT

Elswit, Sharon Barkan. *The Jewish Story Finder: A Guide to 363 Tales Listing Subjects and Sources*. McFarland, 2005. **REF 016/ELS**

A useful and much-needed guide to Jewish stories, citing sources, other versions of each story, subjects, and themes. It is organized topically with several appendices to help with finding titles, subjects, and the appropriate stories for different ages.

Lima, Carolyn W. and John A. Lima. *A to Zoo: Subject Access to Children's Picture Books*. 5<sup>th</sup> edition. Bowker, 1998. **011/LIM**

A guide to over 18,000 titles cataloged under more than 1,000 subjects. Picture books are defined as “a fiction or nonfiction title with illustrations occupying as much or more space than the text and with text vocabulary or concepts suitable for preschool through grade two. Picture books of Jewish content are included under various subject headings.

Musikant, Ellen and Sue Grass. *Judaism Through Children's Books: A Resource for Teachers and Parents*. ARE, 2001. **028/MUS**

Organized topically, this is a list of Jewish books that the authors recommend for classroom use, group activities, and independent reading. Each entry includes a listing of the main themes, a few discussion questions, and a few activities. The scope of the book is from pre-K through high school, with most titles on the elementary level. Not particularly intended for librarians and not written by librarians, this is a secondary resource.

Silver, Linda R. *Developing a Judaic Children's Collection: Recommended Books and Videos*. Association of Jewish Libraries, 2001. **016/SIL**

Organized topically by the subjects most commonly taught in Jewish schools, this is a fully-annotated list of recommended titles. In each section, books are grouped by age range: preschool, primary, elementary, middle school, and high school. Up-to-date only to 2001, this is a retrospective guide that should be used in conjunction with AJL's Jewish ValuesFinder (see below).

Silver, Linda R. *The Jewish ValuesFinder*. AJL, on-going. [www.ajljewishvalues.org](http://www.ajljewishvalues.org).

The most up-to-date and comprehensive listing of recommended children's book of Jewish content in existence, with titles being added continuously. The ValuesFinder website includes pages that list Jewish children's book awards, notable titles of Jewish content, news about books and authors, links to websites, and a database of – currently – over 1,000 titles. The database is searchable by author, title, illustrator, value, and subject; searches can be limited to year of publication, grade level, publisher, and Sydney Taylor award winners. The Introduction explains the ValuesFinder's scope and selection criteria.

## **LIBRARY ADMINISTRATION AND SERVICES**

Ballard, Susan D. *Count On Reading Handbook: Tips for Planning Reading Motivation Programs*. American Library Association, 1997. **028/BAL**

The American Association of School Librarians sponsored the publication of this handbook geared to librarians and teachers. It provides information about how and why to develop a successful program in an individual school as well as in a region or state with the purpose of developing avid readers.

*Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.

Prepared by the American Association of School Librarians and the Association for Educational Communications and Technology. It is built upon a set of nine information literacy standards designed to guide and support library media specialists' efforts in the three areas of learning and teaching; information access; and program administration. **020/INF**

*A Planning Guide for Information Power; Building Partnerships for Learning*. Chicago: American Library Association, 1999.

Prepared by the American Association of School Librarians and intended to help guide librarians through the planning process as outlined in Chapter 6 of Information Power. It contains a school library media program assessment rubric for the 21<sup>st</sup> century. **020/INF**

Valenza, Joyce Kasman. *Power Tools: 100+ Forms and Presentations for Your School Library Information Program*. **020/VAL**

A toolkit to help school librarians manage, promote, and assess their library program; increase program effectiveness while reducing the workload; help students develop information skills. Included are forms and information about public relations, graphic organizers, and "day-to-day stuff." A separate notebook contains reproducible copies of every form.

Wasman, Ann M. *New Steps to Service: Common-Sense Advice for the School Library Media Specialist*. American Library Association, 1998. **020/WAS**

A practical guide for newcomers to the library field, librarians seeking a review of basic tasks, librarians wanting to develop their libraries into quality library media programs, and those willing to reach out and use other resources.

## **PUBLIC RELATIONS**

Karp, Rashelle. *Part-time Public Relations with Full-Time Results: A PR Primer for Libraries*. American Library Association, 1995. **020/KAR**

Step-by-step guidance for librarians on maintaining contact with the people they serve, including press releases, PSA's, exhibits, newsletters, and open houses.

*Toolkit for Promoting INFOhio Resources to Parents*. INFOhio, 2006. **020/TOO**

The purpose of the toolkit is to provide school librarians with materials they can use to tell parents about the positive impact school libraries and INFOhio resources have on school achievement. It comes with a white paper called "Strong School Libraries Help Students Learn"

and a flyer about the resources available through the INFOhio Core Collection. Updates will appear on the INFOhio website: [www.infohio.org/parent/toolkit.html](http://www.infohio.org/parent/toolkit.html).

***Your School Library; It's All About Learning!*** OELMA, n.d. VHS, 8 min. **020/YOU**  
A fast-paced video that shows through clips and quotes the values of a good school library. Administrators, supervisors, and school decision makers are the intended audience.

## **RESEARCH and STANDARDS**

***Academic Content Standards: K-12 Library Guidelines.*** Ohio Department of Education, 2003. **020/ACA**

These state standards for libraries express both programmatic guidelines, which identify the conditions necessary to establish quality library programs, and instructional guidelines, which define what students should know and be able to do as a result of an effective school library media program that is integrated into the school curriculum.

Curry, Keith Lance. ***5 Roles for Empowering School Librarians.*** Copied from the Internet. Originally a PowerPoint presentation. **020/CUR**

This is a set of printed pages of what appears to be a Power Point presentation on the importance of school librarians who are empowered, i.e., are able to impact academic achievement. It was probably copied from the Internet. The author is the director of Library Research Services of the Colorado State Library and the University of Denver and one of the leading researchers of school library effectiveness.

Kenny, Brian. "Ross to the Rescue" in ***School Library Journal***, Vol.52, No. 4, April 2006.

A gushy SLJ interview with Ross Todd, the principal investigator in the study of Ohio school libraries, "Student Learning through Ohio School Libraries."

***Quality Library Media Programs: Information Power for Ohio Schools.*** ***Ohio Media Spectrum***, Vol. 50, No. 4, Winter 1999. **020/INF**

An issue of the OELMA (Ohio Educational Library/Media Association) journal devoted containing guidelines, suggestions, and ideas for improving school library media programs.

***School Libraries Work!*** Research Foundation Paper. Scholastic Library Publishing, 2004. **020/SCH**

This research report brings together position statements from a variety of organizations and findings from nearly a decade of empirical studies that cite the measurable impact of school libraries and library media specialists on learning outcomes. It shows that school libraries administered by certified library media specialists are a powerful force in the lives of America's children.

***Student Learning Through Ohio School Libraries: Tools and Resources CD.*** OELMA (Ohio Educational Library Media Association), 2004. **020/STU**

A CD-ROM that contains an introduction by Dr. Ross Todd, a Power Point presentation showing the results of the study he conducted, and all of the instruments that were used to conduct the study along with instructions for their use.

Todd, Ross. *Student Learning Through Ohio School Libraries: A Summary of the Ohio Research Study*. OELMA (Ohio Educational Library Media Association), 2003. **020/STU**

Printed from the OELMA website, this summary of a major study of Ohio school libraries includes information about methodology, key findings, recommendations, and a view of school libraries as dynamic agents of learning. OELMA's website, [www.oelma.org/studentlearning.htm](http://www.oelma.org/studentlearning.htm) has much more information on this important study.

Whelan, Debra Lau. "13,000 Kids Can't Be Wrong." *School Library Journal*, Feb. 2004. **020/STU**

An article about "Student Learning Through Ohio School Libraries," the Ohio school library study commissioned by OELMA and conducted by Ross Todd and associates of Rutgers Center for International Scholarship in School Libraries. It may also be printed from SLJ's website: [www.slj.com](http://www.slj.com).



**The Jewish Education Center Of Cleveland**  
2030 South Taylor Road • Cleveland Heights, OH 44118  
Phone (216) 371-0446 • Fax (216) 371-2523  
• Web Site: [www.jecc.org](http://www.jecc.org)