



Important Information from Cindy Keller, Department Chair



Online Learning for
School Librarians



Upcoming AASL e-Academy Course

Don't let the summer slip by...

...without planning a great way to head into the next school year! During the 4-week e-course, [Making a Place, Making a Case for Read-Alouds: A Powerful Teaching Tool for Literacy](#), participants will learn how to infuse literacy skills while continuing to share the passion and power of a great read-aloud. The culminating project will be a collaborative lesson plan that incorporates nonfiction read-alouds with critical thinking strategies into a content area while also including indicators from AASL's *Standards for the 21st-Century Learner*.

Start your summer break on the right track with an Christina Dorr and Liz Deskins' AASL e-Academy course designed to help turn your school library into a 21st century classroom. This e-course starts May 30.



From the Desk of Larry Schankman

Attention students approaching or passing five years in SL&IT! MU is now enforcing a policy to complete the degree in five years. In the past, it was pretty much a formality that you could file a petition and be granted more time. That is no longer the case. The past leniency was perhaps due to the fact that we were new and courses were still current. But to maintain high standards, MU now considers courses taken prior to 2005-2006 as outdated. Consequently, members of the MU petition committee (on which none of the SL&IT faculty serve) have begun to deny petitions for students without a compelling reason to take more than five years to complete the program.

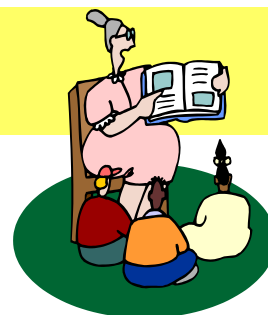
This week, for the first time in my memory, MU rejected a petition from one of our students who began in 2003. Though they ultimately overturned the decision, the initial request was denied since the student's first two courses, taken in 2003, are now outdated. We certainly don't wish to cause undue worry, but please understand that unless you can offer a compelling reason to take more than five years to complete the program you may have to retake older courses to graduate. Typically, financial hardships alone are not sufficient to pass muster, while health and family emergencies offer a more convincing rationale for an extension.

To provide some relief, Cindy and I will propose a program change in the fall to extend the limit to seven years. Such catalog changes, unfortunately, take effect only in the following year, since proposals are reviewed by several faculty committees and the administration. That means the new 7-year limit, if approved in the fall of 2011, won't take effect until Fall 2012.

As a related issue, though it affects few students nowadays, if you originally started SL&IT prior to Fall 2008, when we first required the Introductory Seminar (LSC 5500) and then later stepped out (i.e. withdrew), you may have to take the Intro class to graduate. Until recently, students who returned to the program after withdrawal have been able to file a petition to change their "catalog" (start year) to 2007, the year before we required Intro. That would exempt them from taking Intro. But this trick won't work much longer, since the same issue of outdated courses will arise again. Though it's true the older catalog excludes the Intro class, it also includes obsolete courses, particularly the old Seminar and Practicum courses (LSC 5562 and 5564), which are no longer offered.

So, how will you know if you need to retake courses? In order to earn the degree, all students must submit an Application for Graduation (via WebAdvisor) one year before completing the program. The submission then initiates an audit process, whereby the Registrar's Office checks your records for missing courses or bureaucratic oversights, to include compliance with the five-year rule. To be safe, we recommend that you file the petition before your fifth year, to allow time for appeals or to retake courses if absolutely necessary (i.e. if your petition is not approved). If you have any questions, please contact me or Cindy Keller.

Never Say Never
by Jen Cepuch



When I graduated from high school I had absolutely no idea what I wanted to do with my life; however, the one thing I knew for sure was that I would NEVER be a teacher. It took ten years for me to realize the error of my youthful thinking and I am now in my twenty-first year of teaching. One might think I'd have learned a lesson, but occasionally I still need to be reminded to never say never.

In January 2002 I was having lunch with our school librarian and she mentioned the "new" online school library program offered through Mansfield University. After teaching high school Family and Consumer Science courses for twelve years, I was ready for a break. I'd considered pursuing school library certification, was eligible for a sabbatical, and the middle school librarian in our district was talking about retirement. I took care of all the necessary paperwork and began courses in May 2002. One year later I completed the program.

Although I was headed back to my classroom teaching position, I did all I could to stay current with what was happening in school libraries: I subscribed to library journals, participated on LM_NET, worked to improve my computer skills, attended conferences, took courses, and read young adult materials. Teachers came to me for book suggestions since I had developed a reputation as the "go-to" person for young adult literature. I incorporated SSR (sustained silent reading) into the classes I taught and wrote a grant to purchase novels to use with the relationships unit in one of my courses.

I knew the library was where I wanted to be. My ultimate goal was the middle school library in my school district, but applied for several outside positions that were advertised - without success. Unfortunately, experience and education don't necessarily work in your favor when trying to move between districts, so I continued to wait. Finally, over the summer of 2007, the posting for a district librarian finally appeared and I sent my letter of interest. The level of the position wasn't indicated in the posting, which was odd. It turned out the administrators decided to use the vacancy to make some changes, putting one librarian in charge of both the high school and middle school, keeping the elementary librarian in the grade 3-5 building, and moving the open position to the primary school. Although I did interview, in the end I expressed my preference for working with older students and withdrew my name from consideration.

At this point, it appeared there was never going to be a school library in my future. I actually went through a grieving process because I was at a dead end. When friends would suggest another opportunity might come along, I told them that I was done - there was no library in my future and I was putting it behind me. I was, however, still ready for a change from teaching. It took a while to find a new direction, but I discovered a local college offering a degree in Health Information Technology. This seemed like a good fit because the work involved research, technology skills, attention to detail, organization of information, and teaching. I enrolled in the program and, since my completion date was in early October 2010, I resigned from my teaching position at the end of the 2009-2010 school year.

On the next to the last day of school in June a friend stopped in, mentioning the high school librarian in the school district where I live was retiring and the position was being advertised. Because I was so focused on a new career path, I'd stopped looking for library jobs. I considered applying and even asked one of my administrators for permission to use him as a reference, but between sorting through stuff accumulated over 20 years of teaching, taking three college courses, and getting ready to head to Washington, DC for ALA, I never got around to completing the paperwork. As it turned out, a local librarian I ran into on the exhibit floor at ALA told me the school board had decided not to fill the position at all.

By the end of July, I was in my last term of college classes and had a great externship lined up. Then - I opened the local paper one afternoon and saw the school board had reconsidered filling the high school library position and it was again being advertised. I mentioned the change in events to my sister, who told me "this is your dream job so if you don't apply you're an idiot!" She was right. I sent off a letter of interest before heading to North Carolina to visit my nephew for the weekend. Shortly after arriving home the following Monday, I received a call from the principal asking me to come in for an interview. Several hours after the interview I was offered the job. Two weeks later, I walked into my very own school library.

I never thought I'd get to say it, but I'm a librarian! Even though I graduated from the SL&IT program in 2003, I was confident I was well-prepared with the knowledge and resources to do the job. There isn't a day that goes by that I don't think of something I learned in my courses or come across a message posted online or an article in a journal by one of the instructors. Thank you for an excellent education and so much inspiration!

Bigger Doesn't Always Mean Better **By Stephanie Neff**



Situated in the Southern Tier of Western New York State, Canaseraga is a small, rural village of approximately 1,770 inhabitants. While it may take an hour or more to get to a major shopping mall, villagers can travel downtown to a small grocery store, café, or the post office. If they want to utilize the town's public library, they must be sure to visit on one of the three days a week that it is open.

Despite the lack of convenience found in the town, it has much to be proud of. At the heart of the community is the Canaseraga Central School District, the town's pride and joy. The school district serves just under 300 students in grades pre-kindergarten through twelfth grade, with an annual graduating class of around 20 students. Of those 300 students, 22% live below the poverty line.

I was hired four years ago by the Canaseraga CSD to teach first grade. Not just one classroom full of first graders, the entire first grade. Imagine my surprise when I discovered that there was only one teacher per grade in the elementary wing. The school district has seen major staff changes in the past few years, resulting in approximately half of the staff having fewer than 5 years teaching experience. This, combined with the fact that the entire school district is located in the same building and all of the students share many of the same facilities, provides some unique challenges for faculty and staff.

Many of these challenges are seen in our school library media center, which is shared by students ages four to eighteen. The current library collection consists of approximately 10,000 titles and must cover a wide variety of interests and reading levels. Our librarian must wear many hats as she juggles this wide age span, often in the same afternoon! Along with planning lessons for all grade levels, the SLMS must perform all of the day to day library management tasks, without the assistance of an aide. Due to the limited collection and hours at the town's public library, many of the students rely solely on the school library media center for their research and entertainment needs, adding to the importance of her role.

While the limitations of a small school district may seem demanding, there are many positives to be found. First, our SLMS is able to get to know the students on a more personal level and provide them with more individualized help and book recommendations. Secondly, she is involved with students and teachers from all grades and subject levels. This allows her to see the "whole picture" in terms of the district's curriculum and learning goals. Lastly, she gets to participate in the learning and growth of students throughout their entire educational career.

With those things in mind, it is important to remember, that bigger does not always mean better. Our small school library, and beloved librarian, help to make Canaseraga Central School a wonderful place to learn and grow!

The Little Library That Could
By: Lisa Collins printed in The South Brooklyn Post

Originally published in the
SOUTH BROOKLYN POST



Adam Marcus & PS32 Elementary Raise \$500K for Library
Photo by Joshua Kristal

For seven years, from 2002 to 2009, Carroll Gardens PS 32 Elementary School at Hoyt between Union and President did not have a library. It had a room that at one time functioned as a library. There was no card catalogue. Books were outdated. There was no librarian. The school was pulling itself up, adding art, music and science rooms. The quality of the school's programs was starting to attract kids from all over.

Principal Deborah Ann Florio decided PS 32 needed a proper library. Many studies show kids who attend schools with stocked and staffed libraries perform significantly better on standardized tests. Florio approached a charismatic teacher, Adam Marcus, and asked him to build a library for PS 32. That was summer 2009. Marcus was hesitant (“I never wanted to be a librarian,” Marcus says.)



Photo by Joshua Kristal

Less than two years later, Marcus and the PS 32 library advisory committee have raised more than \$500,000, including grants and several private donations, to create the most darling, and possibly well-used, little library haven, a kids’ book mecca, a quiet place to read and relax, that one could imagine.

The money raised includes \$375,000 from Brooklyn Borough President Marty Markowitz, and a recent \$50,000 Library Legacy Grant to build a computer lab.

Now many credit the library as the “heart” and the “center” of the school. Kids filter in and out all day and use the space as a safe haven, a place to read and work on projects.

“It was crazy,” Marcus says of the school’s seven-year stretch without a library. “Graduating fifth graders had never used a library before, they had never checked out a book; many of them don’t come from literary homes, they don’t have literary lives. They couldn’t tell me what book or author they liked. Now that’s changing.”

The school of 310 elementary students serves a high-needs and diverse population—80 percent receive free and reduced lunches, many come from the Gowanus Houses low-income apartments at Hoyt and Warren. Another 40 percent of kids at the school are special needs (the school pioneered the Autism Spectrum Disorder NEST program, a successful program for high-functioning autistic kids).

A group of volunteers worked hard to get the library and its books ready for use. In December 2009, the first book was checked out. Now, about 300 a week leave the library. Marcus used grants and special programs to triple the number of books on the shelves.

Marcus is on a mission to raise another \$50,000 to keep the library open on days off and to run programs for parents and families. The grant money he’s raised so far is paying for a computer lab (Macs) and a construction project this summer that will add 600 square feet to the 800 square foot space. I visited the librarian in his dominion one afternoon recently. Walking into Marcus’ library, from a bright and bustling school hallway, is like walking into a different world. Overstuffed chairs and couches create comfy sitting areas in half the space; little wood tables and chairs are organized on the other side. Dark shelves line the room.

The lighting is golden from lamps placed here and there (“I never turn on the overhead lights,” Marcus says, “It’s about creating a comfortable atmosphere for reading.”) Nice cream shades are drawn. Plants add a nice effect. In the corner is a little coffee/tea nook with “organic and fair trade” offerings. “I want to encourage the parents to come read with their kids. It’s like a lounge,” Marcus says.

It’s hard to get more than a few quiet minutes with Marcus before a string of kids filters in (“Hi Adam, Can I borrow one now? Please?” “Hey Adam, did you find that book I was looking for?” “Can I keep this book another day?”)

He remembers each child’s name. “Did you read them?” Marcus asks one boy. “Did you like them?” “How about Subway Ride, and Pokeman Adventure.” He tries to match titles to kids’ interests, and enlists a “student library squad,” of 13 kids, whose job it is to help take care of the space.

Though he’s embraced his role, Marcus says he was hesitant at first. “I never wanted to chase down kids for books. But I went to a professional development course, and it opened my eyes. Libraries aren’t just about books. They’re about teaching kids the skills they’ll use forever,” Marcus says. He recently enrolled in school to become a certified librarian.

Marcus puts out a list of kids who check out the most books. The top is Edwin, a fourth grader, who this year has checked out 72 titles. “He’d never used a library before,” Marcus says of Edwin. “Now he loves to come!”

Marcus tells me about his library advisory committee, comprised of teachers, administrators and parents. Committee members help Marcus apply for grants and keep the library running. They held library fundraising concerts last summer, with bands and performers.

“We tried any way we could to get money,” he says. The committee got a grant recently for a family reading night, to talk to parents about how to read to children.

The goal is to create a 21st Century library, Marcus says, “We always need more funding, more volunteers,” Marcus says. “A lot of our kids come to school and they’ve never read books or been read to. It’s going to take a collective change.”

(Full disclosure: My child attends PS 32, and visits the library regularly with her pre-K class. She loves Marcus and the library and looks forward to her visit every week, and is proud of the books she brings home.)



Photo by Joshua Kristal

The Big Picture

Are school libraries dead? With years of budget cuts at the city, state and federal level, and an increasing emphasis on reading via computer, instead of reading books, public school libraries long have been on the chopping block.



In NYC, functioning libraries are simply not a required element of an elementary school. Therefore, many elementary schools don't have a library. The only money the state budgets for elementary school libraries is \$6.25 per child for books. Middle and high schools are required to have a trained librarian on staff, but last month, the New York State Board of Regents discussed a proposal to eliminate the mandate for middle schools.

In February, President Obama proposed to chop "Improving Literacy Through School Libraries," a decade-old program to provide library supplies to schools. (Bloomberg and Obama are also slashing funding for public libraries, but that's a different story. We're talking school libraries here).

Parents in several of the local schools, including PS 58 and PS 29, have in years past taken it upon themselves to raise money for books, computers and furniture and to staff the library themselves, navigating the obstacle course of city DOE bureaucracy. It's not been so easy for schools with less parental involvement.

"New York City has been notorious in terms of its treatment of school libraries," says New York Library Association Executive Director Michael Borges. "Libraries have to compete for limited space. When there's a crunch for space, libraries are the first to go.

"It's unfortunate because many kids, especially in high needs areas, the school libraries are their only access to books."

Borges says 19 state studies show that kids do better on tests when they attend schools with libraries and librarians. Policy makers make sure to read to their children, but yet don't make libraries a priority for all city kids, Borges says.

"It's getting worse," Borges says. "As funding issues come to the forefront, schools are looking to cut non-mandated programs. Unfortunately in Grades K through 6, school librarians are not required. Every school is required to have a library with a certain number of books, but in K through 6, they don't have a librarian, so it defeats the purpose.

"You need to get a child hooked on reading as early as possible. A child that reads is a child that performs well. It's not rocket science," Borges says.

The state of affairs makes the success of PS 32's library all the more remarkable. It takes dedication. The library committee meets weekly.

Just last week, Marcus hosted a Dr. Seuss event, in the evening, after school, in which the mad cat himself showed up. The library was packed.

Adam Marcus is one of the SL&IT's new scholarship recipients and is currently in the introduction class and 5530.

Last year I read an article in School Library Journal regarding a librarian, who like me, embraced using technology within the library in any way she could including the use of Kindles. As I read, I was somewhat on the fence about replacing actual books with a piece of electronic hardware, but the more research I did on e-readers and how they can be used throughout the school's curriculum, my vote swayed towards the positive.

I was given a Kindle as a gift for my birthday this fall and I find it challenging to head to bed at a decent hour or not to let the dishes pile up after a day or two. I simply cannot stop reading on it. As the K-12 school librarian, it's also very useful for me to carry around a portable library in my handbag. I once had a student come into the library that hadn't come in during the last two years and asked if we had a certain title. We didn't and he declined my offer to seek the book from another location. I quickly thought about it and pulled my Kindle out of my tote bag and purchased the book right on the spot, downloaded it, and handed him my Kindle. He continued to come in throughout the week to read and finish the book. Fortunately our library has other books by the same author, and I convinced him to try one of those. He finished those and is now onto a different author. Using an e-reader such as a Kindle reintroduced him that reading is indeed a 'cool' thing to do. I hope to be able to do that with other students. With this in mind, it didn't take me long to write up a grant proposal for an in-state education foundation.

I contacted a consultant through Amazon who walked me through the process of how I can use one computer as the "host" or "home" computer to purchase and then download the titles of books onto. From there, I can transfer the titles onto multiple Kindles. I will essentially be purchasing 4 titles or copies for the price of one – which will be a big savings to our school's overall budget. The majority of the "classics" are absolutely free to download and many titles range from 99 cents to a few dollars. The latest books are roughly \$5-10 less than what is available for purchase if done as a paperback or hardcopy. I'm also very excited to have found many practical study guides that correspond with the various content areas being taught in the high school level.

My grant request was simple; I inquired for monies to purchase six Wi-Fi Kindles to be used within our combined middle school/high school library. Here at Greenville Schools, our student population is a unique mixture of students whose reading levels stretch across the board, as do their learning styles. Many of our students use integrated pieces of technology to assist with their reading abilities – audiotapes, specially ordered large font books with sound clips, texts downloaded onto laptops, and recently, my own Kindle 3G/Wi Fi. I felt that incorporating technology into literacy, such as an e-reader would entice additional students to want to read more, as well as be a further assistance to those who may benefit from them. The Kindle has a built-in activated voiceover that sounds quite natural – not robotic as some may think. Kindles also have a built-in dictionary, thesaurus, and ability to highlight passages within the text read so that it can be saved and later retrieved. My proposal included that our school would fund the additional monies for the Kindle's insurance (offered at the time of purchase), any additional titles that are not preloaded or for free, and covers.

I submitted the grant in October and received a phone call a month later. Throughout the state of Maine, the foundation received 55 grant applications specifically for some type of e-reader. Mine was the only one that they were considering. In addition to the information listed within the grant, I was asked numerous questions regarding my request and why mine should be the one among other possible recipients to be selected. I was long winded in my response, trying to think of everything I could to secure myself a place in the finalists. The Kindles would be the boost that our library and school needed. I waited patiently for nearly a month after the phone call only to receive another.

My grant proposal was accepted, but not for the request for six Kindles. The foundation was going to fund the monies for me to purchase four. Reducing the number that I had requested for was not even a factor of disappointment. I was above and beyond thrilled at the very thought that my grant writing skills had paid off and that I was going to be able to incorporate these devices into our school's library. I kept my grant somewhat of a secret to most students but couldn't help myself tell each and every one of them about what we were about to receive as soon as they filtered in and out of the library. Many were just as excited as I was. The monies were deposited into my library account, and I purchased the Kindles from Amazon shortly afterwards.

The Kindles are being used exclusively in the library. My decision to do so rather than loan them out as print materials was simple; my own library budget could not fund the replacement of one if any damage occurred outside of the library. I can keep an eye on them as they are being used and be available to students to assist them in navigating through the downloaded collections. I created a cozy reading corner for students, staff, and community members to come in and enjoy while reading. The combined love and appreciation of reading and technology has increased since receiving the grant monies for the Kindles. My fears of our regular circulation were put at rest when I ran the data for our print materials. It's higher than it's been in years. I couldn't be happier.

Dr. Seuss put the most important aspect of our lives into readable language that even children can understand; "The more that you read, The more things you will know. The more that you learn, The places you'll go." We read for academics, we read for pleasure, we read for information. Reading, whether it's through a Kindle or in print, is the fundamental foundation that individuals need to succeed in life.

2011 Edition of *Guidelines for School Library Programs*

The 2011 edition of the Pennsylvania document, [Guidelines for School Library Programs](#), is now available. The Guidelines were prepared by a committee composed of school librarians and others affiliated with school librarians. The Guidelines describe the components of an effective school library program and provide quantitative inputs (staffing, budget, collection, equipment, facilities) appropriate to Pennsylvania schools. Useful appendices provide a guide to the Copyright Law and the Digital Millennium Copyright Act, the ALA Code of Ethics, the Student's Right to Read, School Library Certification and other resources. The Guidelines, posted on [WebJunction Pennsylvania](#), will also be available on the Pennsylvania Department of Education's website. Should you have questions about accessing the document, contact [Annette McAlister](#), Library Development Advisor, Office of Commonwealth Libraries.

New from North Hall Library

By: Fran Garrison

When searching for books and journal articles, I usually prefer to start with the online catalog and databases. When you use the online catalog, you know the books you find will be available in our library. When using the journal databases, you can focus your search and really narrow in on a topic by choosing an appropriate subject specific database and taking advantage of its controlled vocabulary.

Sometimes though, you may want to cast a wider net. Maybe the topic you're looking for crosses multiple disciplines or you're just not finding as much as you'd like. Then **WorldCat** or **GoogleScholar** may be just what you need. Both are useful discovery tools that search across disciplines, offer basic and advanced search options, and find both books and journal articles.

WorldCat Local, from OCLC, has a search box right on the North Hall Library homepage and searches library catalogs from all over the world (although mostly North America). When searching WorldCat, Mansfield's holdings will be listed first and it tells you the call number and availability of the book. Then it lists other libraries that have the book--maybe a library near you? There is an **Illiad** link for titles not owned by Mansfield, and when you enter your 7- digit ID number and last name (starting with a capital letter), the form is automatically filled in, making it easy to request a book through **InterLibrary Loan**. WorldCat searches for journal articles as well, but since it links to the MU library catalog, it will tell you if MU has a print or microfilm subscription to the journal, but will not tell you if the article is available online in one of our many full-text databases. For this reason, while both products include both books and articles, I recommend WorldCat for books and Google Scholar for articles.

Google Scholar is free online at <http://scholar.google.com/>. If you set the preferences to include Mansfield University, it will link you to online articles in the MU databases. To set the preferences, look in the upper right corner, click on **Scholar Preferences**, and where it says "Library Links," type in Mansfield University and click "Find Library." Then when Mansfield University pops up, put a check in the box. You should now have 2 checked boxes—one for Open WorldCat and one for Mansfield University.

When searching, since there are no subject headings or controlled vocabulary, you may have to be creative and try a variety of word combinations to find what you want. When you do find an article, if full-text is available either free online or in any of the MU databases, Google Scholar will link to it. If you find a book, clicking on the title gives you GoogleBooks which may have the entire book online, but more often is just a portion of the book. If you click Library Search below the book title, Google Scholar prompts you to link Mansfield's version of WorldCat which will give you all the features described above (call no., Illiad link, etc.).

WorldCat and Google Scholar are two of the biggest and best discovery tools available today. Give them a try and if you run into questions, the North Hall Library reference librarians will be happy to help. From the Library webpage (<http://lib.mansfield.edu/>) you can either initiate a text chat for live assistance (when a librarian is on duty), with their AIM chat tool, or click the link on the home page, labeled, [Ask a Librarian](#).

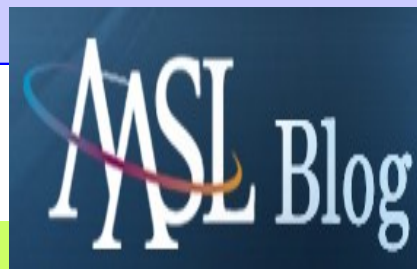
Tidbits

Senator Daylin Leach (D-Delaware/ Montgomery) presented awards to two local librarians at the third annual Librarians of the Year awards celebration held at the American Reading Company in King of Prussia on April 15.

Correction: Jayne Daubman is on the right, not the left as the article notes. Jayne is a graduate of Mansfield University's School Library & Information Tech program. Please visit: <http://www.pasenate.com/?p=3076>.

Choose Privacy Week: May 1-7

For information on the second annual Choose Privacy Week and where you can find resources for observing it in your school library, please visit the AASL Intellectual Freedom Committee's post on the AASL Blog: <http://www.aasl.org/aaslblog/>.



Congratulations to Karey Killian who was recently hired as a school librarian in the Millville Area School District.



And finally...

Congratulations May 2011 graduates!!!