

Important Information from Cindy Keller, Department Chair

This information is basically for **Pennsylvania** students, but students from other states who seek library science certification via their states' reciprocity agreement need to be aware of the new requirements from the Pennsylvania Department of Education (PDE). Currently, PDE requirements for add-on certifications include:

- **Minimum GPA:** Pennsylvania ACT 354 requires a 3.0 GPA for admission to graduate TEU Education programs.
- **Assessment:** PDE requires passing scores on Praxis I Certification Tests: Reading score of 172; Writing score of 173; and Mathematics score of 173. Contact Career Development, 305 South Hall (570-662-4133), for information and registration.
- **General Coursework:** PDE requires the successful completion of 6 credits of college level math, 3 credits of college level English composition and 3 credits of college level English Literature.

Educators who receive their primary certificate after January 1, 2011, and who wish to add an endorsement (e.g. in Library Media), must meet PDE's Chapter 49-2 requirements for **Adaptations and Accommodations for Diverse Learners and ELL**. Satisfaction requires the following undergraduate special education courses:

1. **SPE 1001 Foundations in Special Education**
Graduate equivalent SPE 5501 Educating Children with Exceptional Learning Needs
2. **SPE 2276 Instructional Strategies for English Language Learners**
Graduate equivalent SPE 5530 Diverse Cultural and Linguistic Learners
3. **SPE 3291 High Incidence Disabilities**
Graduate equivalent SPE 5590 Teaching Learners with Mild Disabilities
4. **SPE 3352 Assessment and Evidence Based Behavior Supports for Inclusion**
Graduate equivalent SPE 5542 Assessment and Behavior Management

These special education courses will be phased in and offered online over the next two years from Mansfield University and will be taught by Special Education instructors. If you do not plan on graduating before 2011, you will need to begin to take these courses as soon as they are offered. I will keep you posted as to when the courses will be available online. For additional details see PDE's [Frequently Asked Questions](#). If you still have questions, please do not hesitate to contact me (ckeller@mansfield.edu or 717-816-6995).

From the Desk of Larry Schankman

Current students recently participated in our mid-term survey. As we often report, faculty carefully review this data to improve the SL&IT program. Besides comments, students often ask questions, which we don't respond to individually since we don't know who submitted them. I'll answer some of those questions now.

Every semester someone asks why we are not accredited by the American Library Association. We feel quite strongly that ALA accreditation would make our program weaker, not stronger. To earn ALA accreditation schools must offer the Master of Library Science, which requires several courses in fields other than school librarianship (e.g. information science, a highly theoretical discipline with little value to teacher-librarians). In contrast, our program focuses exclusively on the needs of school librarians. The advantage to you is a program far more targeted on the practical needs of school library media specialists.

By far the most numerous comments regard group work and forum discussions. We understand (and even sympathize) that many students are frustrated by group work, yet we feel the experience is absolutely necessary for preparation as a school library media specialist. What's interesting, from a sociological perspective, is that students who would normally produce high quality work individually often do less well in groups. Though we can't resolve all personality or communication issues, we can suggest simple strategies for a more satisfying and successful experience.

The key to successful group work is **communication**. Groups that perform poorly are usually ones in which members fail to interact with one another. In some cases students feel embarrassed that they cannot perform as well as their peers, in other cases group members are unable to meet the deadlines imposed by the majority (e.g. they want to start work at the end of the week while others want to start earlier), and in yet other groups individual responsibilities or roles are not clearly established. The best strategy for avoiding these problems is for group members to communicate their expectations and roles immediately after the group has been created (i.e. leader, writer, researcher, liaison, etc.). These roles will usually depend on the particular project, and students should consult with their instructor early for help establishing roles or resolving issues.

Another frequent comment is that students are never informed of certification or clearance requirements. Upon acceptance into MU every student is notified by Admissions of these requirements (via both email and letter), and later receive a packet from us detailing the requirements again. Unfortunately, some students discard the acceptance letters without carefully reading them, or they initially apply as non-certification, either by mistake or because they believe they do not need it (which might be true for non-PA students who are certified directly by their state). Students who request a status change to degree plus certification are issued a brand new acceptance letter, with the requirements indicated, but many students never request the status change. If you believe this applies to you, please contact your adviser.

Concerning clearances, as of fall 2007 new degree-seeking students are required to take the Intro course and as an assignment must check WebAdvisor's **Test Summary** to confirm that their clearances are on file. I also call each Intro student personally to discuss program requirements. Sadly, some students still slip through the cracks. To verify required course work all students can access WebAdvisor and select **program evaluation** to view previous and remaining courses, including courses required just for certification (i.e. 6 credits of math and 6 credits of English). As a final check, the Registrar's Office conducts a graduate audit of your remaining course work upon submitting, via WebAdvisor, the application for graduation. This should be done two full semesters (about one year) prior to graduation, which allows time for corrections, completion of the required courses, or arrangement for a CLEP test to satisfy the math and English requirements.



Did You Know???

Important Information About Textbooks

You can mail in your old textbooks to the Mansfield University book store and expect up to a 50% refund (based on the current price).

Before mailing your books first verify that the instructor plans to use the same edition for the next semester, as the bookstore will only purchase books that they can resell. You can also check required texts for all courses from the SL&IT home page, under the dropdown menu item, **Course Info** (or go directly to <http://library.mansfield.edu/pdf/textbooks.pdf>).

The refund periods each semester are very limited, so be sure to check with the MU [Bookstore](#) for exact dates and mailing options (800-577-6798).



Free Access to *American Libraries Direct*

ALA's weekly e-newsletter, *American Libraries Direct*, is now available for anyone, even if you are not a member. Sign-up is required at the ALA web site (<http://www.ala.org/ala/online/aldirect/aldirect.cfm>). Better yet, visitors may now access the current issue of ALA's monthly publication, *American Libraries*, as well as issues back to 2003, at <http://site.ebrary.com/lib/ala>. However, free access requires installation of the free [ebrary viewer](#).

Note: Firefox 3 users must install the reader manually, using a special "workaround" described at the ebrary web site (<http://www.ebrary.com/kb/users/ff3install.jsp>).

For additional news and views, check out **AL Inside Scoop**, a blog for ALA's flagship publication, *American Libraries*, at: <http://www.al.ala.org/insidescoop/>.

Dates to Remember

- 12/5: Last day of fall classes
- 12/13: Graduation
- 1/12: First day of Spring classes
- 1/21: Deadline to drop class (with full refund)
- 3/16: Gate 1 Registration for Fall (anticipated date)



From the Constructivist's Bookshelf...

By: Beth Kois

High School Librarian, Penfield High School



Last year I put together a list of the books I had been reading while in the Mansfield SL&IT program. Thanks to all who emailed me with their positive comments! Here is a second helping from my bookshelf.

Bauerlein, Mark. *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future*, Penguin, 2008. 978-158542-639-3

Emory University English professor Bauerlein cites hard evidence in this book which questions what our young people really know. Bauerlein contends that these “content creators” have embraced technology at the expense of actual knowledge rooted in tradition. The author challenges librarians and other “custodians of culture” to stand up for the classics that have stood the test of time and enrich a generation’s knowledge base, and therefore their lives. This book belongs in both high school and college professional collections.

Robbins, Alexandra. *The Overachievers: The Secret Lives of Driven Kids*, Hyperion, 2006. 978-1-4013-0902-2

This is a fascinating inside look at the lives of several students as they navigate the murky waters of getting into the colleges of their choice. Each student is profiled, along with a note of how they are perceived in the school environment. Just reading about their schedules will make you tired! Includes suggestions about what can be done by students, high schools and colleges to bring sanity back to the college admissions process. Make sure to share this book with your high school guidance department!

Powell, Arthur. *Lessons from Privilege: The American Prep School Tradition*, Harvard, 1996. 0-674-52553-1

This is a great book about the inner workings of some of the most elite schools in the country. There are a variety of thought provoking lessons to learn from private schools; while there is the occasional nod to what public schools are doing right. This book will provide you with much material upon which to reflect.

2 Million Minutes. DVD. 54 min. Broken Pencil Productions. 2007. \$25 for individual use. \$100 limited license for schools.

This groundbreaking movie follows six outstanding high school students from three countries as they prepare to compete in a global economy. The movie provides an insightful look into the cultural expectations and motivations of these students and their families. This is a perfect movie to show to anyone from eighth grade on up. We watched it as a family and it has provided much fodder for discussion over the dinner table. If your PTA is looking for something to donate to the library, I would put this documentary (with public viewing rights) at the top of the list! To view the movie trailer and check out the blog, go to:

<http://www.2mminutes.com/index.html>

Beth’s Blog

<http://librarysmarts.edublogs.org>

Collaboration as a Garden

By: Gayle Wuesthoff

Personally, I like to think of the steps of collaboration as gardening. If you want to have a good garden the first step needs to be soil preparation. If you do not take time to make sure your garden is in fertile soil, anything you plant will not have the best chance of growing. Once the soil is prepared, it is time to plant the seed. A good gardener will plant many seeds and watch for which seeds grow the strongest sprouts then cultivates those and make sure they have plenty of room to grow. As with any garden much time will be spent tending to the plants, providing plenty of water and care. With the right preparation, time and care, the plants will grow, bloom and mature.

Prepare the soil...



Just as in gardening, collaboration needs to have good soil for the roots to grow. The first step is to make sure that the principal will help promote collaboration. If the principal is not onboard with collaboration, the teachers will not feel the need for any change to take place. Once the principal has approved collaboration, much time needs to be given to preparing the teachers for collaboration.

Plant the seed...



A good place to start is to advocate how the SLMS can help providing examples of collaboration and how it can help increase student understanding. Such as working together and having students research a topic then making a presentation to show the class. This one lesson can incorporate core objectives, information literacy skills, technology and improve presentation skills as well. Promote collaboration during staff meetings, planning times, and the staff newsletter if possible. Remember to promote the resources available to them in print and electronic resources.

Watch for the sprouts...



Search out a teacher that seems interested in collaborating and meet with him/her to discuss how you can work together. Start small and create a simple lesson together that will engage the students and utilize technology while meeting the core objectives. It is important to make sure that your first lessons succeed, so make the plans realistic to achieve.

Provide plenty of water and care...



Promote your success stories. As other teachers see collaboration work, and succeed, they will want to participate as well. If possible have the classroom teacher promote the collaboration experience first, then the SLMS can provide ideas for other collaboration ideas. By having the classroom teacher do some of the promoting, it will act like a stamp of approval for some of the other teachers.

Stand back and enjoy the garden...



The SLMS should take time to look over where they are, where they were, and where they want to be in the future. It is always important to evaluate a program and make sure that the road that you are traveling on is the one you want taking. The SLMS should take time to evaluate each collaborative lesson with the classroom teacher to see what changes need to be made. It is also very important to evaluate what things need to be addressed to improve collaboration as a whole.

New on the shelves of North Hall Library Fran Garrison (MU Library)



To borrow these, or any

Children's Literature: A Reader's History from Aesop to Harry Potter / Seth Lerer. University of Chicago Press, 2008. Call No: PN1009.A1 L44 2008

This book has been getting great reviews!

Publisher's Description: *Children's Literature* charts the makings of the Western literary imagination from Aesop's fables to Mother Goose, from *Alice's Adventures in Wonderland* to Peter Pan, from *Where the Wild Things Are* to Harry Potter. Seth Lerer here explores the iconic books, ancient and contemporary alike, that have forged a lifelong love of literature in young readers during their formative years. Along the way, Lerer also looks at the changing environments of family life and human growth, schooling and scholarship, and publishing and politics in which children found themselves changed by the books they read. This ambitious work appraises a broad trajectory of influences—including Shakespeare's plays, John Locke's theories of education, Darwin's *On the Origin of Species*, and the Puritan tradition—which have each shaped children's literature through the ages as well.

- ◇ Complete the ILL request form found on the library web site.
- ◇ The first time you use the ILL form be sure to check that you are a distance ed. student, and then we will know to mail the items to you.

The only single-volume work to capture the rich and diverse history of children's literature in its full panorama, this extraordinary book reveals why J. R. R. Tolkien, Dr. Seuss, Laura Ingalls Wilder, Shel Silverstein, and many others, despite their divergent styles and subject matter, have all resonated with generations of readers. *Children's Literature* is an exhilarating quest across centuries, continents, and genres to discover how, and why, we first fall in love with the written word.

Ensuring Intellectual Freedom and Access to Information in the School Library Media Program / Helen R. Adams. Libraries Unlimited, 2008. Call No.: Z675.S3 A219 2008

Written by one of our own faculty!

Publisher's Description: Over two-thirds of all challenges to books and other resources reported to the ALA Office for Intellectual Freedom occur in schools. This book explores intellectual freedom issues in school library media programs including selection of resources and materials selection policies, challenges and censorship, students' freedom to read, patron privacy and confidentiality of library records, the blocking of Internet resources, access to the school library media center, its resources, and services for students with special needs, and advocacy for minors' First Amendment rights in school library media programs.

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New on the shelves of North Hall Library (cont.)

Fran Garrison (MU Library)

Throughout the text, practicing public school and private school library media specialists at different grade levels candidly share their stories and observations on how intellectual freedom principles and ALA policy statements apply to real life situations. Attorney Mary Minow provides vital information about the impact of the First Amendment, federal and state law, and court decisions on minors using libraries in schools. Whether a library media specialist in the field or a student in a graduate or undergraduate library and information studies program, readers will find both practical information and advice to complement the concepts found in the American Library Association's Intellectual Freedom Manual. Print and Web resources are included.

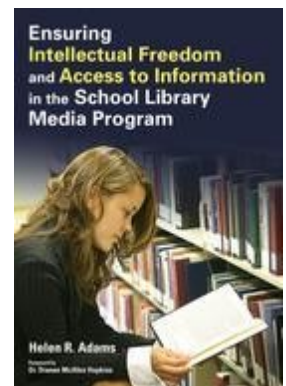
Library 101: A Handbook for the School Library Media Specialist / Claire Gatrell Stephens and Patricia Franklin. Libraries Unlimited, 2007. Call No.: Z675.S3 S77 2007

Publisher's Description: This well organized handbook is a must have for new and inexperienced school librarians as they open new schools or take on that first job. It will also serve as a source of information for library professionals in guiding their clerical staff and student and parent volunteers. The handbook covers everything from library management systems to budgeting, television production, and how to collaborate with teachers. Current issues in the field (LMS role as a reading teacher and LMS role in assessment of student learning) are discussed. All issues and recommendations are viewed in an ideal setting and in a real-world setting, enabling LMS to view their situation as it is and as it may become. The basis of the work is the authors' experience in mentoring many new librarians in Florida and their own journey to national board certification. The authors have solicited short sidebar articles from noted experts in the field, as well as from practicing school librarians at all levels.

A New Intellectual Freedom Resource

By Helen R. Adams

Intellectual freedom is one of the core principles of librarianship, and Access and Legal Issues in the Information Age (LSC 5545) devotes nine modules to this topic. As one of the LSC 5545 instructors, I searched for a comprehensive resource that would cover the full range of intellectual freedom issues affecting minors' right to access information in school library media programs from a solely *school library program perspective*. I also wanted the resource to be practical, holding out the ideal but also providing examples demonstrating how those principles apply to actual school library situations. In the end, the search led me to write *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*, which was published in September 2008 by Libraries Unlimited. My book is FINALLY completed after 2.5 years, and it will be used in LSC 5545 beginning in spring 2009.



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What is included in the book?

The book covers:

- ◇ a definition of intellectual freedom and its connection to “growing” young citizens
- ◇ a detailed explanation of minors’ First Amendment rights in public and private school libraries
- ◇ information on developing a selection policy, the connection between selection and access to information, and barriers to selection
- ◇ the legal and ethical basis for students’ right to read and barriers to student access to resources in a school library
- ◇ a description of the many aspects of privacy in the school library
- ◇ experiences of library media specialists who have faced challenges to library materials
- ◇ stories from public and private schools about filtering Internet content and strategies for improving access to Internet resources
- ◇ strategies for meeting the needs of students with disabilities
- ◇ ideas for advocating for intellectual freedom with principals, teachers, students, parents, and the wider community
- ◇ lesson plans emphasizing the right to read
- ◇ copies of the *Library Bill of Rights* and the *Code of Ethics for the American Library Association*
- ◇ an annotated list of pro-First Amendment organizations and
- ◇ statements about censorship by award winning authors Katherine Paterson and Suzanne Fisher Staples and other writers.

Here's a link to the Libraries Unlimited URL about the book:

<http://lu.com/showbook.cfm?isbn=9781591585398>

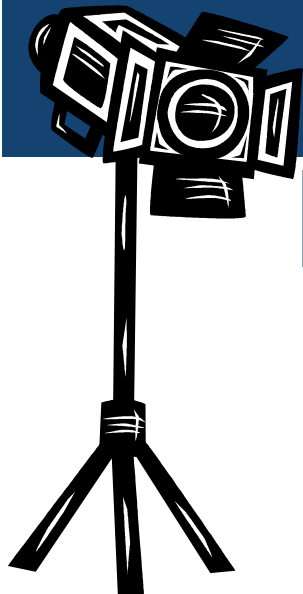
What makes this book different from other books about intellectual freedom?

The book is focused completely on the intellectual freedom issues school library media specialists face daily. It emphasizes applying intellectual freedom concepts to real life situations and explores the idea that support for intellectual freedom is seldom black and white but rather nuanced in shades of gray. Practicing public, private, and a few international school library media specialists and other educators have shared their “stories,” which range from inspiring to realistic to humorous to sad. Most contributors are identified only by their first names allowing them the freedom to be as open as possible without fear of retaliation.

Many Mansfield University SL&IT students offered their ideas, experiences, and even a lesson plan to this book, and I acknowledge their invaluable assistance in contributing to the literature in our field. The book also addresses how the *Library Bill of Rights* and the *ALA Code of Ethics* are involved in protecting intellectual freedom. Veanna Baxter, a Mansfield University instructor and ethicist, contributed her knowledge of ethics to the dilemma of filtering. Attorney and former librarian Mary Minow applied her legal knowledge to describing how minors First Amendment rights may be different or limited, depending on where the individual is exercising their right- a public or private school classroom, a public or private school library, or a public library. She also created the chart of legal cases involving minors’ First Amendment rights.

Final Comments

Thanks again to the Mansfield University students and staff who contributed to the book. It’s too early for reviews or any sense of how the book will be received in the school library community. However, I am very interested to learn your reactions and hope you will share your reactions with me (hadams@mansfield.edu).



Spotlight on SL&IT Graduates

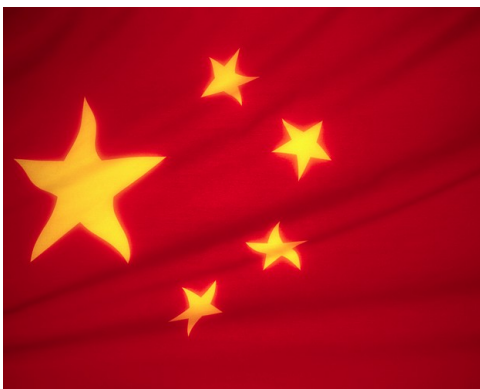
Heather Hedderman 2007 Graduate

As I start my second year at Wattsburg Area Elementary Center (K – 4th), I am finally able to put into practice so many ideas that I acquired during classes at Mansfield University. My schedule is “fixed” on Monday, Wednesday, and Fridays with seven forty minute classes each day. My mostly flexible schedule on Tuesdays and Thursdays has allowed me to start a fourth grade lunch time book club. The first book chosen was The City of Ember.



This science fiction meets mystery title was presented to all 108 fourth graders. Sixty-three students and seven staff members signed on for this adventure. Each week, everyone independently reads a pre-decided section of the book. Then, we sit down with our lunches and books in small groups. We discuss what we love, what confused us, what might happen next, and more. The group hopes to be able to see the movie version in a few weeks when the book is finished. The students were elated to see their “book club” published in our local newspaper *The Erie Times-News*. In addition, I am working setting up a video conference with the author as well! Shhh – do not tell the students, it will be a wonderful surprise if it works.

I have a school-wide bulletin board for classrooms that return 100% of their books each week. The concept is catching on and more classroom names are being posted every week. I have hosted book fairs and soon will be adding school-wide video announcements on exciting book talks. In addition, I am working a new wikispace at waeclibrary.wikispaces.com. It is free for educators and only open to invited members, so feel free to email me at hhedderman@wasd.iu5.org to get access to this site. This is the just the beginning of exciting year in the Wattsburg Area Elementary Center.



Off to China

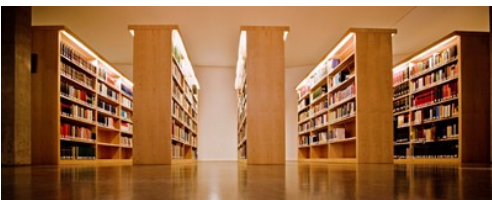
Mara Dale, 2008 graduate, and her husband, Hugh, applied and received a grant to teach environmental education in China through the Alice Woo Foundation. They will be in a town 100 km NW of Shanghai called Jiangyin. It is right on the Yangtze River. They will be teaching in both a high school and an elementary school. At the high school they will be teaching in English to an American College track program, so there will also be some cultural aspects.

Mara and Hugh have set up a blog that currently shows a snapshot of their life this past summer volunteering for the Park Service by care-taking an historic cabin in Tuolumne Meadows. The blog can be accessed through Hugh's website at www.yosemitecollection.com and click on the link that says "Mara & Hugh Blog". They will be posting to the blog during their stay in China and will answer any questions from friends, family, and interested readers.

PSLA Legislators @ Your Library Campaign

Legislators want to increase their visibility among their constituents and appreciate events that guarantee a photo op and maybe an article in the local newspaper. Teacher librarians need to inform legislators about the critical instructional role that school library programs play in educating students and to eliminate their stereotypical “keeper of the books” image. What better way to achieve both goals than to organize legislator visits to your library?

In the spring of 2008, members of the Pennsylvania School Librarians Association (PSLA) Legislation Committee had some historic success in finally getting language in two educational funding acts that specifically allow funds to be used for school library resources, staffing, and extended hours.¹ Knowing that most legislators were engaged in reelection campaigns or helping their party ramp up for the Presidential election during Fall 2008, PSLA’s Legislation Committee strategized “what’s next?”



We knew that legislators’ schedules would be busy with a high priority in getting their “face out there” to constantly remind the public who they were and that it was election time. We had sadly discovered that legislators had no idea that school libraries in Pennsylvania were not required. They also were appalled at the recent reductions in staffing and school library closures. Approximately only sixty percent of Pennsylvania public schools have a library with any type of staffing. Conflicting feelings about state versus local control erupted when we informed legislators that although a recent study determining the cost to educate one student in Pennsylvania included quality school library services, local school boards were still allowed to decide whether their students had access to a school library program or not.²

The PSLA Legislation Committee also knows how stressed teacher librarians are in trying to meet demanding schedules with little resources to help large numbers of students become 21st century learners capable of managing information in their lives. “Time,” the four-letter word among teacher-librarians, always was heard when asking them to engage in legislative and advocacy activities. Our state, one of the oldest in the nation, however, has an untapped resource in our growing number of retirees who are still quite active in our school library organization. The idea developed called PSLA Legislators@Your Library to train retirees as “event planners” to assist our working colleagues in organizing and conducting legislator visits.

Responsibilities of the event planner and the teacher-librarian were developed first. Beginning with five enthusiastic retirees who were regionally located throughout the state, a conference call was set to train the event planners. Although the event planners are not present on the day of the visit, their “behind-the-scenes” activities include:

- Communicate with the local legislator's office to arrange the details of the visit
- Advise teacher-librarian on visitation activities, using checklists
- Arrange for media coverage, contacting media and preparing press releases
- Confirm thank-you’s, sending copies of published articles and photos to the legislator
- Submit evaluations to the Legislation Committee numbers of visits

Event planners are trained to research and target state legislators with the most influence on education and finance committees, if possible. In this organized fashion, the event planners report back to the Legislation

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Committee Chairperson so that the same legislators are not always selected and all regions of the state are represented. Event planners are encouraged to attend local library meetings and pitch the campaign to boost the. Similarly, they are trained to research the media outlets to ensure statewide coverage and report back on published articles. Data collected in the debriefing phase with the teacher-librarian will help the committee improve its campaign and develop a cadre of library supporters in the Pennsylvania Assembly who can be called upon to support future legislative issues.

In addition to the following responsibilities of the hosting teacher-librarian, a prepared of information packet about Pennsylvania’s school libraries, including a copy of Scholastic’s School Libraries Work!, is sent to the teacher-librarian to give to the legislator during the visit.³ The teacher-librarian includes a “Background of the School Library” in the packet, which provides more information about the school library program.

- Seek permission and confirm a date and time, working with any district public relations personnel
- Communicate with the event planner and invite school and parent leaders
- Host the visit, planning activities or observation for the legislator
- Provide the background handout to include in the PSLA-prepared packet
- Arrange for a “photographer” (may be a student) and assist with media coverage
- Follow through with thank you's, not just to legislators, but also to parents, school board members, and other school leaders who attend or drop by

Members of the Legislation Committee discovered the power of numbers as they met with legislators during the spring. Therefore, the one-page handouts in the packets always include an inset box detailing that PSLA is a non-profit organization of 1200 members and includes the organization’s mission statement. We want legislators to know who we are and that we are organized, professional, and know how to do research. The PSLA Legislator@Your Library webpages will feature photos (with permission) of legislator visits.

The PSLA Legislator@Your Library campaign is a win-win for teacher-librarians and legislators. Legislators learn the essential role of school library programs and adequate levels of staffing, resources, and technology. They see library facilities and, more importantly, what students, teachers, and the teacher-librarian do there. It is a visual image that will not be forgotten! Teacher-librarians gain opportunities to publicize their programs within the community with positive press coverage, and to cultivate critical relationships with stakeholders. Students, teachers, and school leaders who participate or drop by become more connected with the legislative process, and thus more likely to contact the legislator on key library and education issues. The campaign enables PSLA to strategize future library legislation, knowing which library-friendly legislators can help.

Although we all fight the four-lettered beast “time,” teacher-librarians must go beyond the school door becoming politically active to ensure the best possible library programs for students. With the power of an organized state school library association (and some dedicated retirees), legislator visits can be efficiently facilitated to increase visibility and understanding.

1. Details about current Pennsylvania funding acts that include school libraries can be found on the PSLA website: <http://www.psla.org/association/committee/legislation/statelegislative.php4>.
2. “Costing out the Resources needed to meet Pennsylvania’s Public Education Goals.” Dec. 2007 http://www.pde.state.pa.us/stateboard_ed/lib/stateboard_ed/PA_Costing_Out_Study_rev_12-07.pdf
3. Copies of the materials in the packet can be found on the website at <http://www.psla.org/association/committee/legislation/legislatorlibrary.php4>. Permission is given to use or adapt any of these materials for similar purposes. Debra E. Kachel is PSLA’s Legislation Chairperson and an online instructor with Mansfield University’s School Library & Information Technologies Graduate School

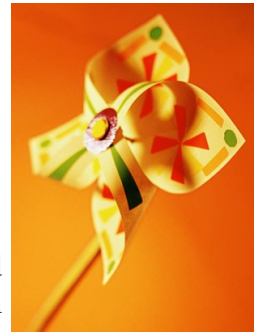
Terry McCarthy: Librarian At Large

By: Christie Kaaland

Before accepting a position as the new lead librarian at American Community Schools in Athens, Greece, recent Antioch-Mansfield graduate student, Terry McCarthy, was the quintessential model for leadership, collaboration, and multicultural responsiveness in her Tacoma School District library position.

Year One: Pinwheels of Peace

Terry spent 12 years in an elementary classroom before preparing to become a teacher-librarian (TL). During her four years as TL in Tacoma, Terry initiated several school-wide programs grounded in her commitment to Antioch's multiculturally-response mission of teaching for social change. In only her first month as TL, Terry promoted the September 21st International Day of Peace to the 400+ students at Fawcett Elementary in a Pinwheels of Peace project, designed around a similar project in Florida. By year two, Terry had collaborated not only with all teachers at Fawcett but included Jefferson School as well, as 800+ students designed pinwheels with messages of peace from "I won't fight with my brother" to very real messages grounded in global community and peace-building.



Works of art from this project have been permanently installed on school grounds, planted like flowers in flower beds around the school, as well as Tacoma's Central Administration Building. Pinwheels of Peace was presented at a school board meeting at which every board member was presented with a pinwheel of peace.

Year Two: Underground Railroad

Terry initiated another culturally significant school-wide project which she leaves as her legacy in Tacoma. Going on its fourth year, teachers and TLs in Tacoma participate cross-grade level, cross-curricularly in a study of the Underground Railroad. "Students came in during their lunch hour, before and after school. They called me at home and emailed me on my personal email, excited to work on it," Terry explained. Students and teachers from 3rd, 4th, and 5th grade spend nearly six months in an in-depth study of the Underground Railroad through not only history and social studies curriculum but other curricular applications as well:

Math:

Students engaged in real applications, such as determining how many miles it was escaping from a particular place; how many days they could walk, determined by mileage; how much food was needed for how many days

Science:

Students learned about foraging, plants, wildlife, and other survival skills

Music:

Music specialist taught songs from Africa, adapted for U.S. churches with secret messages about escape that masters thought were about going to heaven when in fact they were about escaping slavery

Technology, Literacy and Research:

Students compiled a pathfinder of kid-friendly sites, PowerPoint presentations, and lists of books read on the topic, then presented their findings in a variety of formats

(continued from last page)

Physical Education:

As a culminating activity, students walked silently around the school’s track and field to record how far the real journey was

Creative Arts:

Students created poetry, songs, books, art, and quilts as symbols from the Underground Railroad

Like the Pinwheels project, Underground Railroad was presented to the school board and board members and shared their congratulations with student presenters.

Terry is most proud of the student involvement in this project, stating, “Students became so involved that it was the one thing for which several students loved school. One individual student –a self-contained special education student who hated school before this–created an incredible work of art that is now framed and hangs at Central Administration Building.”

Year Three: Before Her Time

Last year Terry became the first TL in Tacoma to initiate the first state- mandated, integration curriculum of social studies and library CBAs (Classroom Based Assessments) in Tacoma School District. Terry initiated a pilot of this program 2 years ahead of schedule.

Year Four and Beyond: Immigration Issues

Before leaving for Greece, Terry created a school-wide immigration curriculum unit that will be taught this year (2008-2009) as her legacy.

Greece and Beyond:

Terry continues her role as teacher-librarian this fall in Athens, Greece, at the American Community School, a private pre- through grade 13 school where she will manage three different libraries. Terry is most excited about teaching the international population at ACS, which has a truly globally diverse population. “It will be quite a stretch for me, as I have not taught high school students before,” Terry shared. “However, I have complete confidence that I can rise to the occasion because of the excellent preparation I received through the Antioch-Mansfield library program.”



Look for Terry’s upcoming blog: Librarianatlarge.com once she is settled in Greece, the goal of which is “a global resource for every librarian.”