



Important Information from Cindy Keller, Department Chair



I wanted to share with you my unique experience attending *School Library Journal's* virtual summit: *Ebooks: Libraries at the Tipping Point*. In the past, I have attended Webinars, online workshops/classes, and other virtual communication opportunities but not an all day summit. For less than \$50 and without leaving my home office, I was an attendee at the summit. After downloading the required software and checking my system I logged into the summit. Wearing a headset and sitting comfortably in front of my computer, I was immediately transported to the summit plaza where I could use my mouse to click on various pictures/options: the Exhibit Hall, Exhibitor Booth, the Auditorium, Communications Lounge, or the Resource Center. Before going into the auditorium or the exhibit hall, I created my own briefcase to store URLs, web documents, PPT's, and other summit materials; and a secure profile so I could network with other attendees during the summit.

Prior to logging on the day of the summit, I had already decided on what sessions I wanted to attend based on an event planner that I had access to weeks before the summit. At the designated times, I would "enter" the auditorium and listen/watch the presentation. There was always time at the end of the session to ask the speaker/presenters questions. During the day, I participated in the following:

- Welcome and presentation by Ian Singer, Media Sources, "Original Research on the Growing Importance of eBooks in Library Collections"
- Opening Keynote Address by Ray Kurzweil, author of *The Singularity is Near*. His presentation was called, "Early in the Twenty-First Century, Knowledge and Content will Underlie Everything of Value"
- Panel discussion moderated by Joyce Valenza on the topic, "The School Library Without Walls: New Content, New Collections"
- Panel discussion moderated by Kathy Ishizuka (technology editor at SLJ) on the topic, "Reality Check: Putting Ebook Reading Devices into Kids' Hands"

Between presentation times, I visited the exhibitors' booths and had online chats with various representatives about their products. Vendors included OverDrive; Capstone Digital; Baker & Taylor; Gale (CENGAGE Learning); and many others. I had a great demonstration of Baker and Taylor's Blio (<http://www.blio.com/>) and reviewed a number of eBooks from OverDrive. A few of the vendors even provided virtual refreshments such as coke, diet coke, and various snacks. I did not find them to be too filling so occasionally I sought refreshments from my own kitchen. I have to admit that by the end of the afternoon, I was very tired and my eyes were a bit blurry. But the good news is that for over a month after the summit, I could revisit the presentations or click on ones I did not attend and download the PPT's.



From the Desk of Larry Schankman

Recently, SL&IT faculty gathered (in person and virtually, for those instructors living out of state) for one of the three meetings we hold throughout the year to conduct departmental business and to share tips and ideas for improving the program. As often occurs, we had a lengthy discussion about student matters.

Continuing from last summer's annual three-day summit, in which all SL&IT faculty meet in person, we "tweaked" our grading policy, to include late, missing and re-submitted assignments. I'll paste the text below, but you can always view SL&IT and related policies on our Academic Policies web page, accessed from the Program Info menu of any SL&IT page (or go direct to <http://library.mansfield.edu/policies.asp>).

Faculty will also paste the grading policy in their syllabi. Please review this policy at the start of each semester to avoid potential grading problems. As always, contact your instructor if you have any concerns about any class assignment or required activity (and the sooner the better—in other words, not a day or two before the deadline):

Assignments are graded on how well the student demonstrates an understanding of the concepts examined in the course. All students are expected to participate actively and substantively in online discussions and in group and partner work. All students are expected to write at a graduate level and follow MLA citation format. Students needing further explanation on any assignment should contact the instructor immediately.

Students are expected to turn in all work on or before the due date. Though instructors are sympathetic to the needs of adult learners, students are responsible for contacting the instructor as soon as possible concerning events that may impact course requirements and deadlines. Since assignments often build on previous course activities, late assignments will be marked down one grade letter and will not be accepted after one full week from the due date.

Instructors will grade student work according to the scoring rubrics/checklists provided with every assignment. Students may request one resubmission of an assignment in each course. If the instructor agrees s/he will then set a new due date, and average the grade of the resubmitted assignment with the first attempt.

The Academic Dismissal Policy in the graduate catalog states "A student who receives an F in a course is automatically dismissed from the University. A student whose cumulative QPA (quality point average) is below 3.0 at the end of any semester is placed on academic probation until the QPA rises to a minimum 3.0. Failure to achieve the minimum QPA within one academic year will result in dismissal from the University."



Promoting the School Library Using the Media: Start Today!

Peter J. Sengenberger, M.Ed. (Class of 2010)



Technology integration, events with local book stores, Banned Book Week activities, etc. It sounds like just another day in the life of a typical school library media specialist, right? Wrong! What seems like a normal day in the library may in fact be worthy of a story in your local newspaper or local television and radio stations. School library media specialists must be self-promoters; if we don't promote our initiatives and successes, who will?

For example, in the May 2010 SL&IT newsletter I described how one could create "book talk" podcasts to entice students into the library. After discussing this project with the school principal and guidance director at the beginning of this school year, I was fortunate enough to have two students scheduled to the library as office/library assistants. I quickly had them on the computers writing podcasts scripts and practicing with the software.

While working with the students it became apparent that these promotional "book talks" could easily be converted to print versions of traditional book reviews. As a career switcher who originally worked in media relations, my immediate thought was, "We need to get these kids published." With my principal's best wishes, I set up a meeting with the managing editor of our local newspaper with a selection of student-written reviews. By the end of the meeting it was decided that student-written book reviews would be published on a weekly basis in the Sunday edition of the paper. The newspaper is also considering a separate story on technology integration within the library program.

When looking for newsworthy ideas, one must remember that local students using technology is always going to have a hook and is fairly easy to pitch to the press. For example, another technology-related project under way at my school is the integration of e-Books and iPod touches into reading instruction using classroom sets of iPods obtained through a federal grant. I am working closely with the school information technology specialist on ways that our library program can be involved. Needless to say, when the idea becomes more complete, I will be working on getting press coverage!

Other Newsworthy Ideas:

- Book Fair
- Read-a-Thon
- Banned Book Week Activities
- Technology Integration
- Grant Funding
- Large Book Donations
- Reading Contests

As school library media specialists, we have the autonomy to develop creative and unique programs and initiatives. While this may be intrinsically rewarding, it is also vital that we promote our successes to create a greater understanding of the importance of the library media center program. Beyond newsletters, brochures, and the school web site, generating media coverage is a free and highly effective way to accomplish this.

With this being said, it is very important to include your school division's public information office (PIO) any time you want to pitch a story to the press. Many school divisions already have contacts in place

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with the media and there are typically specific policies and procedures that need to be followed. Beyond that, people in the PIO often have terrific ideas! For example, my school division's public information officer is looking at producing the "book talks" into videotaped television pieces to be aired on the division's local cable television station.

In the days of budget cuts, teacher lay-offs, low scores on standardized tests, and countless other negative stories, school divisions want and need positive news pieces about student programs and successes. The school library media center has the ability to be that news story. All you need to do is take the lead and pitch the ideas. Brainstorm some potential stories and start today!

All the Hard Work Pays Off...Promise!

By: Michael Ward (summer 2010 graduate)

While working through the classes at Mansfield University, I found myself in a unique situation. In Jekyll and Hyde-like fashion, I was teaching my high school U.S. & World History classes and collaborating with myself as if I was the school librarian. As you may have guessed, I did not have any trouble rounding up some business! Not only was I learning about information literacy and the many roles of a school librarian; but as a teacher I also had the ability to immediately implement what I was learning. I could now claim that students leaving my class in June would be solid in regards to the course content and also proficient users of information and technology.



The Mansfield curriculum was presented in a way that was practical and easy to incorporate into my classroom instruction. I found myself turning in my assignments on Sunday at midnight and then turning it into something practical for my students on Monday morning. You guessed it, the perfect balance between theory and practice. This unique situation lasted for two years until I finished the program and received my endorsement from MU.

Like many students, I pondered whether my coursework would truly apply to the job of school librarian. I feared what I had learned would be forgotten because I believed I would continue in the classroom for years to come. That circumstance changed quickly when the State of Michigan offered an incentive for educators to retire and the school librarian decided to go. Our district contemplated doing away with the position and shuttering the doors to save scarce funds. After much deliberation the job was posted. My career as a librarian was starting.

MU has prepared me very well. From the core content to the ideas gleaned from it or the kind professors that take the time to answer perplexing rookie questions (spirit of collaboration) despite being a few states away; I feel prepared to meet the challenges that the job presents. As the coursework suggested, I find myself in various roles. No day is ever the same and each day usually ends with much unfinished for the next. I advocate for school libraries in many ways: joining the School Leadership Committee, addressing the board of education, constructing a

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library website, publishing a library newsletter, collaborating with other local librarians, and working with any teacher that will give up a prep period. I have built lessons with 23 teachers in over 40 hours of collaboration. Another committee is allowing me to infuse the importance of the library through the grant writing process. Our high school improvement grant (SIG) has a section that is asking for over \$100,000 in technology, extended hours, collection updates, and a library assistant to allow for more flexible scheduling of librarian services. In addition, approximately 4000 books have been weeded from our non-fiction collection and a policy manual is in the works.

The Santilli Library is entering the 21st century. The stereotypical perceptions of a school library are fading as more take note of the many wonderful services a 21st century library and a trained school librarian can offer. Reflecting back, I remember how hesitant I was to begin the program because of my professional and family commitments. I was reluctant to add more work to my already full schedule. However, all the late nights of homework and bringing the laptop on the family vacations are done. It was all worth it! I completely understand why librarians love their job. It has been a busy but exciting start to the school year. Many thanks go out to Mansfield University for preparing me and to the many instructors that take the time to continue their guidance through collaboration.

Michael Ward (aka Mike from Michigan)
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Graduate (Summer 2010)



Advocacy in Action

On October 5, 2010, the Pa. House of Representatives unanimously passed HR 987, a resolution asking the State Board of Education with Pa. Dept. of Education to conduct a study of public school library services for K-12 students. The study will measure and compare access to print and electronic resources, support and instruction in the use of information and research and evaluate how resources are allocated for school library services in relation to student and community circumstances. The official position of the House as stated in the resolution is that:



Professor Deb Kachel

Students and teachers need high-quality school library services and related educational resources in order to meet this Commonwealth's academic standards for research and learning in all core academic subjects.

Rep. Mark Longietti of Mercer County was the lead sponsor of the resolution, supported by the Education Law Center and the Pa. School Librarians Association.



Creating School Library Leaders
Compiled and edited by Veanna Baxter



This article touches the emotional psyche of both Mansfield instructors and students. We all have these stories but so seldom share them with others. I felt compelled to pass this one on.

In LSC 5501, Instructional Collaboration, students are required to observe, reflect upon what they observed, then, write a review of several areas of a school librarian's on-the-job performances. What you will read below is the review written by a current student, Meggie Pajak, about her middle school librarian, Debra Felix, a Mansfield SL&IT graduate. After reading Meg's review, I spoke with Debra, a student in a previous class I taught, and asked her to express her feelings about the successes she has had and her future goals. I hope you agree, this is the kind of feedback that surely speaks well of our program and the leaders who move through it to work in the professional field of school librarianship.

Field Experience: Observation of Middle School Librarian, Debra Felix

After learning more in depth about the role of the LMS at Mansfield, it was interesting to reflect and observe what kind of program we have at Bedford Middle School. I am presently a student in the SL&IT program and the person whom I chose to observe is a recent graduate of this program. Everything I saw was a splitting image of what I learned in my courses. Debbie is in her fourth year as the LMS at our school and continues to be very excited about making positive changes for both students and faculty. I have student taught in three separate schools and substituted in another five and I have never seen kids so excited to use the library and read as I do in our middle school.

Times have really changed. Our school whole heartedly revolves around collaboration and putting all of our staff's great ideas to work as a team. Debbie has taught us a lot about collaboration. Rarely do I step into our library or walk by that the library is not buzzing with activity; students working with students, teachers working with students, and most importantly, Debbie working with teachers and students.

Debbie's day revolves around recruiting teachers and getting them excited to work with her. Along with the responsibilities of collaborating, students are in and out of the library all day to get books, take tests, work on projects, and use it to its fullest capacity. Debbie is also part of the technology team in the school. Without her, teachers and students would be lost. She is knowledgeable in using much of the district's technology; Keynote, iMovie, Garage Band and more. Debbie is involved on many committees and has presented at school board meetings on several occasions. Our district holds her in the highest regards and views her as a powerful leader in our school. Times sure have changed! Our library is a place of multipurpose learning experiences. Thank you Debbie, you have brought to our school, the newest roles of a best practices librarian. And, you fully embrace the role of leadership."

—Meggie Pajak

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Leaders make the right decisions from the start! Debra speaks about her decisions in a new profession.

“When I first began my library career at the Bedford Middle School, one of my main goals was to collaborate with the teachers to help integrate information literacy and technology into their lessons. The staff at BMS was very welcoming and enthusiastic, so I quickly realized that I was a lucky person! Students worked on projects such as iMovies, Keynotes, Wiki spaces, favorite author presentations, and career brochures.

Our district is forward-thinking and administrators know the importance of teaching students technology skills. We have new MacBooks, projectors, video cameras, and Smart Boards. Furthermore, they encourage us to use technology in the classroom and make the necessary provisions for us to receive training on new software and techniques. I am also responsible for working with faculty to teach Internet safety to all of our middle school students.

In addition, I am constantly striving to build a collection of books that appeals to the wide variety of our students' interests and reading levels. Listening to the students and teachers is the best way for me to try to meet their needs in the library. I am really enjoying my role as a library media specialist at BMS and am thankful for the opportunity to work with such great students and faculty members. My courses at Mansfield prepared me well, and I still find myself applying my learning every day in some capacity!”

—Debra Felix

Technology + Books = WINNERS!
By Bitsy Galaska, Librarian, Robeson Elementary Center

SL&IT student Bitsy Galaska has been part of a grant just funded for this school year. Read about this great idea as it develops!

“The wheels on the bus go round and round”...at Robeson Elementary Center the song goes more like, “the books on the bus get read and read!” My Principal William McKay, Robeson Elementary Center, Birdsboro, PA, came up with the idea to apply for a local grant through The Twin Valley Community Educational Foundation, or *TVCEF* (<http://www.tvsd.org/tvcef/default.aspx>). *TVCEF* offers small grants to support educational endeavors throughout the Twin Valley School District, located in southeast Pennsylvania.

McKay came up with the idea of providing MP3 players with books loaded to certain students struggling with reading fluency. The students receive the MP3 recording, plus the printed book. “This is a great way to utilize non-instructional time for independent reading,” McKay commented. “The students can use the MP3 player to listen to recorded books on their way to and from school.” McKay went on to say that research indicates that listening to recorded books while following along with the printed text increases student’s fluency and their listening comprehension, which will ultimately lead to increases in reading comprehension too.

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Wheels on the Bus has become a cross-profession collaboration. The grant enabled the reading specialist, Melinda Donovan, to select six students identified as struggling readers to present MP3 players and brainstorm with me in the library on book selections. The books are housed in a special section of the library and I am responsible for maintaining the equipment. To ensure the safety of the equipment and books, the bus drivers will collect and hand-out when the students board and leave the bus each morning and afternoon.

“The other positive is that many times,” McKay believes, “the bus ride home can lead to behavior problems. By having the students engaged with reading, this decreases the chance for behavior concerns during the bus ride. The students are excited to have the opportunity to use the MP3 player and this increases their enthusiasm for reading.”

After only one week, struggling third-grade reader Patrick came bounding into the library to tell me that he was reading *Stink* and the *Incredible Super-Galactic Jawbreaker* by Megan McDonald. He was thoroughly enjoying the book and his enthusiastic behavior said volumes.

SL&IT Student in the News (Patricia Watson-Brown)

Congratulations, Patricia Watson-Brown—you made the headlines! Patricia, a school librarian in Holy Hill, SC, is due to graduate from the SL&IT program at the end of the Fall 2010 term.

It's 'Library Card' sign-up month



Photo - C. Arroyo

Mayor William Johnson gladly signs Resolution declaring September as 'Library Card Sign-up' month as Patricia Watson-Brown witnesses.

Christi Arroyo
Editor

September has been declared 'Library Card Sign-up' month for children and families of Holy Hill. "I urge all citizens in our community to participate and it's as easy as going to your county library, and it's free," said Mayor William Johnson.

"In these tough economic times, parents are finding it harder than ever to be able to supply all of their children's needs and the most important school supply doesn't cost a thing," explained Patricia Watson-Brown, a teacher at Holly Hill Elementary School, "it's a library card."

Libraries nationwide design and offer programs tailored to meet their local community's needs. The students learn how to perform age-appropriate Internet searches, online tutoring and Web-based resources for homework help using free, public access computers. It is a proven fact that children who have library cards and use the library perform better in school.

"By motivating children to read, we create lifelong readers and that makes for better citizens and a healthier democracy," Janice Davis the librarian of the Holly Hill branch of the Orangeburg County Library said.

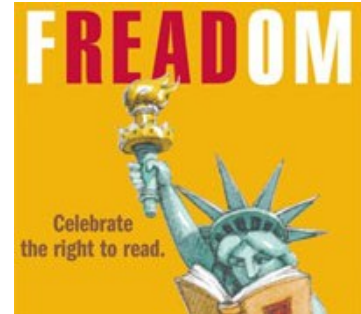
But of course, library cards aren't just for kids. A recent report found that the importance of libraries in American life continued to grow in 2010 and accelerated dramatically as the national economy sank and people looked for sources of cost-effective help in a time of crisis. In fact, 68% of American adults have a library card. It seems now more than ever, Americans turn to and depend on their libraries for valid information, computer and Internet access and of course books, movies and more now more than ever.

"I have challenged my students to go out and get a library card," said Watson-Brown, "and the first 25 who show me their card will receive a special gift."

Intellectual Freedom

By: Della Morales

In a recent discussion forum during Practicum, the fictional situation we were discussing presented itself to me in a real life setting. The class discussion forum was based on the reliability of reading levels and whether or not the librarian should level books for independent reading according to these readability levels used by classroom teachers to gauge students reading abilities. As the discussion evolved and intellectual freedom seemed to be the biggest concern, the following is what transpired during a typical teacher-student book exchange in my district.



“Today during a library visit with 2nd graders the exact situation we have been discussing during this past forum presented itself. I was unsure of what or how I should handle the situation but I went with what I knew to be right and what we have been taught as advocates for intellectual freedom.

As students approached the circulation desk with their selections, I noticed their teacher was intercepting them and turning them away, telling them they needed to get something at their reading level. At first I said nothing and silently watched as one by one the students were instructed to choose something else, something at their reading level. I noticed that some were a bit fearful to approach with their selections for fear that they made the wrong choice and would be sent back. Still I did not intervene.

After about the 4th time, I noticed a student that was very upset as she was told that she had to pick something at her level. At that point the teacher turned to me in search of validation for what was transpiring. But when I looked at the child and I saw this little girl with tears in her eyes, I knew I had to intervene. I could not let the teacher think that I supported this decision or the stance she was taking with her students during their library time. A time where they are able to come and enjoy the library by choosing books they like, books they were interested in, whether at their level or not.

I asked the classroom teacher if I could speak to her for a moment privately. I knew I needed to tread cautiously as this was a teacher I had built a good working relationship with. I quietly asked her if she was aware of or if she knew anything about intellectual freedom. She assured me that she did. As we talked she told me she was unaware that it was an important issue for students so young in age. I assured her that it was and that although I support her idea of wanting her students to read at their levels, I could not support her intervening in their personal, independent reading choices. She immediately apologized to the students and the remainder of their library session went very smoothly.

It was a great feeling to know that I advocated for those young students. Later that afternoon when I walked back into the library there on my circulation desk was a stack of “Thank You” letters from the entire class thanking me for helping them get the books they wanted. Guess who was in tears then.”

New from North Hall Library
by Fran Garrison (MU Library)

This month features new physical books as well as new e-books. To borrow physical books, just complete the ILL request form found on the library web site, and we will mail the items to you. To access the E-books go to the library website & search either in PILOT or NetLibrary for links to the book.



Beyond bird units! : 18 models for teaching and learning in information-rich and technology-rich environments by David V. Loertscher, Carol Koechlin, & Sandi Zwaan. Hi Willow, 2007 Call No.: ZA 3075 .L64 2007.

The authors of the popular *Ban Those Bird Units* have joined their talents once more to provide more ways to create very high-level think units when teachers bring learning activities into the information-rich and technology-rich environment of the library. The new volume adds three new models to the original 15, provides planning sheets for each model, presents all new learning activities, and concentrates on the culminating high-think activities of a teacher/librarian collaboration. If you already own *Ban Those Bird Units*, this volume will add many new ideas to your repertoire. If not, then acquire this volume for an introduction to significant learning activities where plagiarism is no longer an issue. The book also includes additional (18 in all) think models and planning guides, plus fresh unit ideas.

Collaborative units that work: TEAMS award winners / edited by Kate Vande Brake. Linworth, 2010. NetLibrary E-book.

Each year, Gale and Library Media Connection announce the winners of the TEAMS awards—Teachers And Media Specialists. The award is given to recognize the critical collaboration between teachers and media specialists in promoting learning and increasing student achievement. This book offers detailed unit plans for projects at the elementary, middle, and high school levels—projects singled out for their clearly demonstrated collaborative nature, positive impact on student learning and achievement, support from school leadership, and the ability for others to replicate the project. Projects come with their creators' expert advice, examples, and strategies that will help you get staff and students excited and involved in true all-school learning. Innovative, classroom-proven, and imminently workable, these are the projects that show just how effective and captivating creative collaboration can be.

Protecting intellectual freedom in your school library : scenarios from the front lines / Pat R. Scales for the Office for Intellectual Freedom. American Library Association, 2009. NetLibrary E-book.

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Pat Scales uses her experience and expertise to offer an intellectual freedom title tailored to the school library environment. This title presents a number of scenarios in which intellectual freedom is at risk and includes:

- Case studies provide narrative treatment of common situations tailored to your library type
- Easy and motivating ways to prepare new hires for handling intellectual freedom issues
- Sidebars throughout the book that offer sample policies, definitions of key terms, and analysis of important statutes and decisions
- Detailed information on how to handle challenges to materials in your collection