

SCHOOL LIBRARY AND INFORMATION TECHNOLOGIES
ONLINE NEWSLETTER

Number 8

September 5, 2002

From Larry Nesbit:

Time Marches On,
It is amazing at how much happens in a year and how the speed of change seems to increase. It was only a year ago we were working with the Pennsylvania Department of Education to gain their approval so that our program would be certified. Once this approval was awarded and after the school was notified that we had received the grant from the Institute of Museums and Library Science, I thought we would find fewer hills to climb, but I was dead wrong.

As a consequence of a student inquiry, Dr. Dorwart began talking with representatives of the Ohio Board of Education and the Ohio Board of Regents. These individuals were very impressed with the quality of our program and encouraged us to complete the Ohio certification process so students could complete our degree and be assured their department of education would accept it. Because of the exceptional work by Dr. Dorwart and the other faculty associated with our program, the report will be submitted for review by mid-September. Once we are approved, this will enable us to maintain steady growth and by 2005 I predict that your program will be the largest and most respected online program in the United States devoted to training.

I hope this is as exciting news for you as it is for all of us!

ARE YOU A TOP ACHIEVER?

According to Dr. Doris Lee McCoy, Top Achievers usually share ten common traits.

1. **Successful people enjoy their work.** They have a sense of purpose and are having the time of their lives doing their work.
2. **They have a positive attitude and plenty of confidence.** The successful never seem to doubt that they will achieve and when they do, it contributes even more strongly to their self-esteem.
3. **They use negative experiences to discover their strengths.** For example, TV producer Norman Lear grew up with parents who were fighting a lot, but he learned to find humor in the situation and used it to develop "All in the Family".
4. **They are decisive, disciplined goal setters.** Most achievers have a clear idea what they want out of life and they take the shortest routes to go after it.
5. **They have integrity and help others succeed.** Karl Eller, a Chairman for Circle K Stores told McCoy, "With any deal, I've been careful that I was fair to the other side, so both parties were happy."
6. **They are persistent.** Founder of McDonald's, Ray Kroc, was turned down eight times when he applied for a loan to start his chain, but he persisted and kept improving until he got the money.

7. **They take risks.** Few people ever get to the top without sticking their necks out - and when successful people make mistakes, they shrug them off and go on with their lives.
8. **They have developed good communication and problem solving skills.** If they can't come up with an answer, they actively seek suggestions from others.
9. **They surround themselves with competent, responsible and supportive people.** No matter how smart or creative a person might be, he must have others he can trust.
10. **They are healthy, have high energy levels and schedule time to renew themselves.** This revitalization is so important to them that successful people conscientiously schedule time slots for activities or rest that will help them feel energized again.

By Jan Freeman, BS-Business Administration: JD-Law, who can be visited on the web at <http://www.coachjan.com> The original source is: Dr. Doris Lee McCoy, Ph.D.

Implications of Integrating Technology Within the School Library Program

Peggy Benjamin



(Dictionary, Implication=entanglement)

Years ago when I began to integrate technology within the program of our school library, I was ecstatic to receive one computer. The computer was a

radio Shack TRS 80 and was a donation from a community fund. I began to complete research by using the formula of "...s "with many other commands to follow. I was a hotshot Librarian and the reporters came from afar to observe and report on the marvels of information retrieval through this "magic machine."

Time passed and I added Access PA by winning a grant in the second year of the shared catalog program. Now I was really on a roll and I proudly shared information about this great addition to our library with other School Librarians in the area. I was confident that our library program had arrived.

Little did I know at that point in my career that I had just begun to face the ever-changing school library technology possibilities and the implications within those changes.

Throughout my career, I have found that there are three vital components to integrating technology within the school library program. They are:

- ❖ **Devices-hardware, software and teaching methods**
- ❖ **Learning theories**
- ❖ **Systematic method of designing the integration of these ingredients into the teaching and learning process**

When I was designing the integration of technology within the library program at North Pocono I found that the issues concerning the devices were many. They included the cost of the software and hardware, the disruptiveness of the implementation, the quality of student learning, the complexity of the products, the compatibility of the proposed

products and the support needed to implement. The support part of this formula has become even more important as technology becomes more complicated. This year I will be adding many new computers and programs once again. I have assisted in the designing of a new library that will be completed within three years. My partnership with the new technology person will be crucial to the implementation of these new programs.

I discovered that the ideal learning situation was one where the learner can function in a self-motivated manner to actively acquire and use information from all kinds of sources. A setting, where the learner is encouraged to apply strategies and monitor them for their effectiveness, and where the learner works to construct individually relevant meaning. As the SLMS I am the facilitator to this end.

The systematic method of designing and integrating the above mentioned ingredients involves the analysis of the information to be learned, the means of evaluating learners and the linkage of learning theory to instructional prescriptions. This is a team process created through the efforts of the classroom teacher, the SLMS and the student. Students must become discriminate researchers because of the volumes of available information. I always share with my students that my high school library consisted of ten copies of "Gone With the Wind" stored in the back of my English class. I then compare that collection with the millions of items they have available in our school library today. I tell them that although the lack of information was a problem for me they face similar

struggles when trying to plow through the volumes of information available in our library.

When setting up my program, my experience has taught me that not every teacher in the building will be enthusiastic to participate in this process. However, I never accept this as an absolute and continually work to include every staff member in the team-teaching process. I have found that newly graduated teachers are eager to be a part of the team and usually take the initiative to bring their students to the School Library. These new teachers are also extremely technology literate.

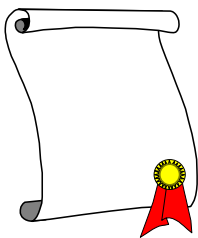
I have discovered throughout the years as a SLMS that support to enhance the integration of technology within the curriculum of our schools is vital. This support could include the following:

- ❖ National/State/Regional workshops to exchange ideas
- ❖ Vendor support
- ❖ Peer coaching
- ❖ Equipment available to use when needed
- ❖ Industry and business support
- ❖ Regulations and standards for technology in the curriculum
- ❖ One-on-one training when possible
- ❖ Administrative support
- ❖ Internal building coordinator
- ❖ Funding in budget
- ❖ Relevance to curriculum
- ❖ Time to learn
- ❖ Integration of technology K-12
- ❖ Other as times change

Students and staff need to have access to equipment, software, training in the learning theories

being used and knowledge concerning the instructional design issues necessary to integrate the latest technologies within our educational systems. The world is within our reach through the Internet and other telecommunications devices. I believe the correct use of these technologies will enable our students to have high self-esteem, to be self-directed as a learner, achieve academically, possess the process skills of communication, decision-making, problem-solving, group processes, accountability, and have concern for the environment, self, and others.

Yes, there are many issues to consider when working with the integration of technology within the curriculum of our schools. I have touched on a few of the issues that I have experienced. We have important roles as SLMS in facilitating this process and must recognize that the one constant in the technology era is change. Faster, better, bigger, and more!
Remember-
Implication=entanglement!



THEY DID IT!

June Summer Residency By Nancy Henry

This past summer the School Library and Information Technologies held the first residency program for outgoing

students of the program. For five days thirteen ladies met in Harrisburg to demonstrate their new knowledge in a practical manner. They participated in panel discussions, small group presentations and other activities designed to provide a platform to showcase their competencies.

One of the activities was an exit interview with an instructor of the program. Previously supplied with the questions, students gave suggestions, ideas and comments on the program. I participated in three of these interviews. The ladies gave some very good suggestions on how to fine tune things in the courses for the future. They also were vocal about some concerns that need to be addressed. I appreciated the feedback. It is good to see the program from the other side of the fence. All three admitted that initially they were not crazy about the idea of the residency, BUT in hindsight they really enjoyed it. One comment said about the residency that it was the finishing touch to her education.

I was able to spend Saturday with the group. It was interesting to see the bonding that took place in such a short time. Yes, many of these folk had been in the same classes and had even worked together online, but for some this was the first face to face meeting. For me at least, it was enjoyable to see the faces that went with the pictures and profiles from the past year's classes. There was sharing of personal stories, and family pictures with lots of comparing of notes and professional networking. This group is organized, articulate and not shy. They are so organized that they compiled a set of their favorite recipes with sayings about libraries for Dr.

Dorwart as a thank you gift. The recipes were put in a cute, card size photo album with a cat in a library on the front cover. Everyone thought that this was just the appropriate cover for the occasion. However, earlier somehow it was discovered the Dr. Dorwart doesn't like cats! This provided a humorous vein among the students for the rest of the residency.

It was rewarding to see the final step for these ladies as they embark upon a new career. They truly have the right stuff and are fine addition to the profession.



Making a Difference: Graduates Waving Their Banner for Good School Libraries!

Our 2002 graduates are already demonstrating superior leadership skills. Stacy Houck, Linda Rossman, Kathe Santillo and Donna Zaleski participated in the "Expand Your Power" training workshop held at Susquehanna Township High School on Thursday August 8, 2002. These ladies are now trained to present/facilitate similar workshops anywhere in Pennsylvania. The workshops are designed for all K-12 educators and were developed to address all educators' need to discriminate among electronic resources when adopting their use in the instruction and curriculum development process. Sessions at the local level are conducted

after school hours where best research practices are presented to help educators differentiate the advantages and disadvantages of various electronic resources.

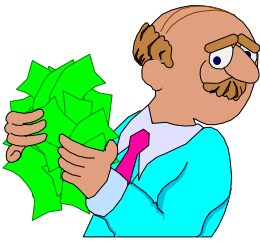
We often hear that some educators are not encouraging students to use the Internet because it is nothing more than trash. These workshops will help to dispel that myth by educating the educators, while providing valuable resources to our students.

Kathe Santillo gave me some personal remarks that I would like to share with you.

The workshop was very informative, and really reiterated the Mansfield program's "mantra" of information literacy instruction. Jean Tuzinski's touch was evident. I feel that for a SLMS that has not had the wonderful opportunity to complete the Mansfield program, this workshop covers much-needed topics, such as Web page evaluation, the benefits of subscription databases vs. the free Web, collaboration, and integration of the POWER library into classroom content. Those of us from Mansfield decided to do the regional training programs as a "team" whenever possible. When the four of us announced that we just finished the Mansfield program, we got 'oohs and ahas' from the group. That was cool!

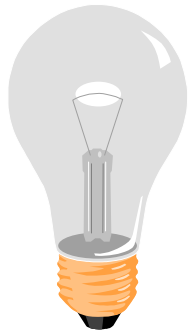
As an aside, Kathe has just been elected Department Chairperson for her district's library department.

We here at Mansfield University are very pleased that our graduates will be contributing to the welfare of the school library media center for years to come. Our hearty thanks and congratulations go out to them



LESSONS LEARNED EQUALS DOLLARS!

I wanted to let you know that the grant I wrote for LSC 530 Library Advocacy last summer was finally funded by the Rose Tree Media Education Foundation. My grant was entitled "Science Rocks!" and I received a check for \$1140 for resources for my school library to support our district's new science curriculum. It was a long process, but with all of the budget cuts, I am really thankful to have this extra bit of money. Thanks so much, Christina Sellen.



DID YOU KNOW THAT YOU CAN LINK TO E-EDUCATION TO GET TO YOUR COURSE FROM THE PORTAL PAGE?

THE SUMMER 2002 RESIDIENCY

The first full week Residency was conducted in Harrisburg from June 27th to July 1. The classes were conducted, for the most part, at Dixon University. One day the class visited two library facilities - Hershey High School and the Penn State Library at Middletown. On the final day, we all went to the Pennsylvania Department of Education where we met with John Emerick, Director, School Library Media Services, and his staff. We also had the opportunity to meet with Marjorie Blaze, Director of Teacher Certification and Commissioner Gary Wolfe arranged a tour of the beautiful State Library that topped off the day.

The classroom sessions focused on allowing students to demonstrate the achievement of the competencies required of school library media specialists. In addition, students interacted with one another during several small group activities where their leadership skills were evident as they solved problems and came to consensus. A two-hour writing assignment, which allowed students to choose a topic of their choice from a list that was provided, was required of all students.

Let me tell you something that happened that I feel was magical. During our very first session, we were all participating in an icebreaker activity when I suddenly sensed a remarkable change among the class. I can only relate this feeling to watching a flower opening. That set the tone of the entire residency. From there on, the students interacted with another, shared ideas and concepts willingly, and

formed friendships that I believe they will enjoy for some time to come.

Here are some of the remarks the students made on the evaluation forms:

"Very impressive. I am thrilled that I had the opportunity to take these classes."

"We finally have a alumni feeling - now when I go to PSLA and other activities, I have a group of friends to identify with. We are very proud of the Mansfield program and want to help to promote it."

"The Residency helped to bring about comradery among our classmates. I was impressed by the bonding that took place"

"I really enjoyed the experience and thought it was an excellent end to the program. I felt it gave us an opportunity to talk and share ideas and get a personal touch to the distance education experience."

"I was a little hesitant, not knowing what to expect, but I feel that our time was planned out very well. Thanks for the opportunity."

"The Residency exceeded my expectations!"

"As much as I was dreading the residency, I cannot tell you how much I have enjoyed the time here in Pennsylvania. I feel such a connection to everyone involved and hope to continue interacting and staying in touch with everyone."

To make the Residency even more memorable, several of the instructors not only attended some of our sessions, but they also participated in the exit interviews.

While I am probably very bias, as the instructor I came away from this experience with renewed energy and an even stronger belief in what we are trying to accomplish with this program. To quote Deb Kachel, who put it so well in the video about the Mansfield program, "we want to create the best school library media specialists in the world!"

SOMETHING NEW! AN ADVOCACY T-SHIRT

What *exactly* do you do besides check out books?"

In my nearly seven years as a school library media specialist, I have heard this question from family, friends, and even colleagues, MANY times. I would *smile* and explain in a canned response, sometimes with a little frustration. After all, shouldn't everyone know what we do? Nope. They don't.

I started to think more about this question while I was taking LSC 530 – School Library Advocacy. If we want people to know *exactly* what we do, we have to show them. We have to be our own P.R. agents. I decided that I could do this in a subtle way by designing a t-shirt logo that others could *read*. (THAT would solve the problem of repeating the canned response!) When I showed the design to other Mansfield School Library & Information Technologies students at our residency week in Harrisburg, they responded

enthusiastically to the t-shirt idea, so here it is! I call it the “advocacy t-shirt”.

**What Does A
School Library Media Specialist
Do?**

Selector of Resources
Multimedia Instructor
Information Literacy Guru
Locator of Grants
Eager Collaborator
Storyteller



Additional roles:
Administrator & Accountant

Literature Lover
Online Search Expert
Tireless Teacher

The design is available on a white short-sleeved, 100% cotton Hanes t-shirt. The image is silk-screened for a high quality graphic. The shirt is available in sizes youth small through 3XL. The cost is \$16.95 for sizes youth small through XL, and \$17.95 for 2XL and 3XL. If you would like to order a shirt, please e-mail your size preference to kls0412@aol.com. Make sure “advocacy t-shirt” is in the subject line of the correspondence. You can mail your check to:

Kathe Santillo
521 W. Penn Street
Butler, PA 16001

Prices include shipping & handling. And please remember to include your address!!! I will e-mail you when your shirt is shipped.

Wear it with pride to staff meetings and department meetings and let everyone see *exactly* what you do!