Contents:

School Libraries in a 2.0 World

By Kathy Lowe,
MSLA President and Acting Executive Director

There has been so much talk and press lately about Web 2.0 and Library 2.0 that there is a danger that they will soon become clichés. But as I write this, during the first week of the New Year, from the new headquarters of MSLA (my son's former bedroom) in Lunenburg, I'm wondering how the 2.0 World that we live in will have affected school libraries when all the dust has settled. The only thing that is clear to me at this point is that we will be affected, but whether in a positive or negative way, I have no idea.

I see the potential for libraries of all types to play a key role in the 2.0 World, but I can also see the possibility that we might disappear altogether if we don't pay attention and seize the opportunities that the current information environment presents to us. How will we recognize opportunities for us to be involved and to take the lead in this Brave New World? None of us are psychic – at least none that I know of – but there are lots of signs that could point us in the right direction if we know where to find them and there are colleagues among us who are keeping up with the evolution of information and looking for ways that school libraries and school library teachers can apply, and teach others to use, Web 2.0 tools. Many of these people are sharing their thoughts and expertise in their blogs. There are several that I have been following lately in an attempt to stay abreast of what is happening, and what could happen next, in our field. Here are my recommendations of names to know and blogs to read to raise your awareness and knowledge about Web/Library 2.0 and its implications for school libraries:

➢ School Library Journal Blog http://www.schoollibraryjournal.com/blog

➢ AASL Weblog, http://aaslblog.org

➢ Alice Yucht, Alice in Infoland http://www.aliceinfo.org

➢ Joyce Valenza, NeverEnding Search http://joycevalenza.edublogs.org

➢ Christopher Harris, Infomancy http://schoolof.info/infomancy /

➢ Michael Stephens,Tame the Web: Libraries and Technologyhttp://www.tametheweb.com

➢ David Warlick, 2 Cents Worth http://2cents.davidwarlick.com

➢ Diane Chen, Deep Thinking http://deepthinking.blogsome.com

➢ Doug Johnson, Blue Skunk Blog http://www.bloglines.com/myblogs

➢ Meredith Farkas, Information Wants to Be Freehttp://meredith.wolfwater.com/wordpress/index.php

➢ Kathy Schrock's Kaffeeklatsch http://kathyschrock.net/blog/index.htm

➢ Justin Ashworth School Libraryland http://ashworth.wordpress.com/

➢ Jenny Levine The Shifted Librarian http://www.theshiftedlibrarian.com/

➢ Will Richardson Weblogg-ed http://weblogg-ed.com /

In my President's message last January, I asked you to consider your role in school literacy initiatives. My concern at that time was with the disconnect between school libraries and reading instruction, but now, in the 2.0 environment, it

is the other literacies – those 21st Century Learning Skills – that are my concern. I read more and more about the need for educators to teach students how to use information effectively. As a profession, this is not news to us, but it seems that finally the rest of the educational community is catching on to what we have been saying for years. Just today, David Warlick wrote in his blog, 2 Cents Worth:

One thing that has happened to information, that should be impacting what and how we teach, is that information has become the raw material with which people work. We mine it, we work it, fashioning it into an information product that will be valuable to other people, and then express it in some compelling way. It may be a story, a report, a song, or a design. It may be a piece of computer code, or a sales pitch for a new marketing or distribution technique. It may be a new experience that people will enjoy. It may be a new way to grow wheat that is resistant to whatever wheat needs to resist.

We still teach too much as if information is the end product. We teach it, you learn it, we test it. Instead, we need to present information as a raw material. You access it, and then you do something with it, that adds value in some way. You construct your own knowledge.

Isn't this what we teach in our library classrooms? I hope so! Unfortunately, just as with the disconnect between school libraries and literacy programs, I fear that, in the public's perception, there is an even greater disconnect between libraries and the application of Web 2.0 tools.

So what do we do? We can lament the fact that we are misunderstood and fade into oblivion, or we can seize the day and make ourselves recognized as the information experts we know ourselves to be. MSLA's Curriculum and Standards Committee has just completed a document that you should find very helpful in this endeavor. With this issue of MSLA Forum Online, we unveil MSLA's Information Fluency Standards. Valerie Diggs and Kathy Dubrovsky, with help from Deborah Owen and Carol Holley, have worked for over a year to craft this document. We will propose that the Massachusetts Department of Education adopt these Standards as they have the Instructional Technology Standards after which ours are modeled.

Keep reading; keep looking for connections between what you know and the information needs of our teachers and students in this 2.0 World. Where we are going still remains to be seen, but one thing is for sure, we're not standing still!

Massachusetts Recommended PreK-12 Information Fluency Standards

By Valerie Diggs, MSLA Standards Committee

The creation of the document titled, "Massachusetts Recommended PreK-12 Information Fluency Standards" has been a work in progress for two years. It is hard to believe that this committee of four has been persistently and diligently at work on this project for that amount of time! Committee members Valerie Diggs, Chelmsford Public Schools; Kathy Dubrovsky, Hull High School; Carol Holley, Willow Hill School in Sudbury; and Deborah Cundey Owen, Wellesley High School, have met both physically and virtually over the course of two years to make this happen. Of course, this is in addition to their duties as Library Teachers as well as other professional responsibilities. I commend all of the members of this committee for their hard work and perseverance in making this document happen.

So, how did this all start? Preparing a document such as this was part of the MSLA Board's Standards Committee's Action Plan for two or three years prior to our actually tackling this particular goal. When the Standards Committee and the Curriculum Committee combined forces, it was natural to include all members on the committee to write these standards. Deborah Cundey Owen, Curriculum Committee chair, agreed to join forces, Kathy Dubrovsky was on board as Standards Committee co-chair, and with the addition of Carol Holley, member-at-large, our committee was ready to get to work. It seemed, at the time, to be an immense project.

Our first meeting was in January of 2005, at the Concord Free Library. At this meeting we set the parameters for our

work that stayed with us throughout the entire process. Important to the committee was to investigate what other states across the nation had in place for information literacy standards, and if those standards were found on their respective department of education websites. We looked at these results at our first meeting, and found it surprising how many states actually did not have these standards visibly in place.

Our goal was, and still is, to work with the Massachusetts Department of Education in the creation of these standards and in the placement of the document on the "Current Curriculum Frameworks" page of the DOE's website. To that end, the Massachusetts Recommended PreK-12 Information Fluency Standards are modeled after the Recommended Instructional Technology Standards. It was felt by the committee that adoption by the DOE would be smoother if our document modeled the technology document. Adoption by the DOE would have to be in lieu of any monetary commitment to these standards. Thus, the appearance of the word "Recommended" in the title. Connie Louie, from the office of "Instructional Technology" at the DOE, advised both the MSLA Executive Board, and the committee writing these standards, that the DOE would never adopt an "unfunded mandate".

Many meetings later, and after much editing and rewriting, our document is now in "Draft" format and ready for our membership to see what we have been so hard at work on. As we have developed these standards, they have been forwarded to Susan Wheltle from the office of "Curriculum Standards". Our goal is to meet with the office of Curriculum Standards during the month of February and discuss the necessary steps towards the adoption of the document by the Massachusetts Department of Education.
The standards/curriculum committee will continue to persevere, with the intended result of having a set of standards that are sanctioned by the DOE for the use of schools and school library teachers to improve the academic achievement of all students in the state of Massachusetts.

Assessment: The AASL Fall Forum, 2006 By Bob Roth

Sold out with 500 attendees and a waiting list, the American Association of School Librarians 2006 Fall Forum decisively dispelled concerns about whether anyone would come to a forum exclusively about assessment. Library teachers from almost every state gathered in Warwick, Rhode Island on October 13-15 to consider the role of assessment in a school library program. The forum covered many aspects of assessment in library programs including assessment's nature and uses, the difference between assessment and evaluation, assessment's place in a school library program, and tools for assessment. The forum also allowed opportunities for networking with colleagues from around the country.

In the opening general session Professor Violet Harada of the University of Hawaii dispelled misconceptions such as "assessment is divorced from the learning process" and supported assertions such as "assessment is central to effective teaching." Dr. Harada told the story of an eight year old student who fortunately, albeit erroneously, called assessment "assistment." When used well by skillful educators, "assessment is about assistment," Dr. Harada said. Dr. Harada also discussed what she found to be the three kinds of assessment: assessment of learning, assessment for learning and assessment for advocacy. In brief, she characterized assessment of learning as "summative, judgmental," assessment for learning as "formative, ongoing, reflective," and assessment for advocacy as focusing "on communication." Dr. Harada said that research indicates that good assessment serves teachers as well as students.

With assessment for learning, assessment happens during teaching and learning activities. Students become partners in assessing their learning. And the diagnostic element of assessment informs the teaching that the library teacher and the classroom teacher want to do. As Dr. Harada's Power Point presentation expressed this, "Assessment for learning focuses on student's evolving performance: Where am I going? Where am I now? How do I close the gap?" (Power Point Slide (PPS), p. 5) Many instruments of assessment are available for this type of teaching and

learning. Dr. Harada lists, for example, "learning logs, rating scales, checklists, conferences, graphic organizers, rubrics." (PPS, p. 5)

In a later plenary session, Marjorie L. Pappas, a Virtual Instructor at Rutgers University, gave a presentation entitled "Tools of Assessment." In a display of the speed of information in our environment today, Dr. Pappas opened her presentation with a Power Point slide that quoted a portion of one of Dr. Harada's Power Point slides, complete with a citation of the earlier presentation. The selection that Dr. Pappas chose to quote was Dr. Harada's definition of assessment as the "Process of collecting, analyzing and reporting data that informs us about progress and problems a learner encounters in a learning experience." (Pappas, PPS, p. 1) Dr. Pappas went on to discuss a number of assessment tools and how Library Teachers can use them to collect evidence of student learning. For example, Dr. Pappas provided a model of a K-W-L (Know, Wonder, Learned) Chart that had four columns titled What I Know, What I Wonder, How I Will Find Out, and What I Learned. She said that this chart could be used to help students find a focus in an assignment as well as to provide evidence of the process of student learning.

In the other two plenary sessions Barbara Stripling spoke on "What is Assessment, and Why Should the School Librarian Be Involved" and Allison Zmuda addressed "Who Gives You the Authority to Do What You Are Doing?" Ms Stripling, past president of AASL and Director of Library Media Services for New York City, spoke about the meaning of "information fluency." She said that fluency means that a person understands something so well that she or he can apply it in any area. Therefore, a student who is information fluent is able to find information in any area of knowledge. Ms Stripling discussed three areas of assessment: diagnostic assessment (before new learning), formative assessment (during learning), and Summative Assessment (after "a process of learning"). She also spoke of New York City's school library program and provided the URL for its website: http://schools.nyc.gov/library .

Allison Zmuda, Senior Education Specialist for the Capitol Regional Education Council in Hartford, Connecticut, located the authority for the work of library teachers not in the administrative structure of a school but rather in the need for the work itself, that is, in the gap between expectations for student learning and "the current achievement levels of students." (Zmuda, PPS, no. 2) Ms Zmuda said that this gap always exists. And it is this "gap between a worthy vision and the current reality [that] is the engine of all reform." (Zmuda, PPS 12) In essence, and very briefly, Ms Zmuda built on this foundation to say that library teachers need to collect data that identifies the gaps and also need to participate in the assessment and evaluation of student learning.

Two breakout sessions and a roundtable discussion provided opportunities for library teachers to work in smaller groups exclusively with others who work in the same grade level – elementary, middle school and high school.

Overall, the forum demonstrated that assessment does merit at least a two-day conference. On a note of personal experience, a teacher came to my library earlier today, serendipitously enough, about collaborating on a project. Some of this teacher's approach involved what Dr. Harada identified as assessment for learning. We talked about how assessment can work as part of the learning process. During our conversation planning this project, I showed the teacher some of the assessment tools in Dr. Pappas' Power Point printouts. The teacher asked me if I could contact Dr. Pappas to get the full Power Point in digital format. I think I will keep the loose leaf binder of materials from the Fall Forum near my desk. Perhaps I will collect data that will stand as evidence of how often material from the AASL Fall Forum of 2006 factors into actual practice.

2006 Audrey Friend Scholarship Award By Reba Tierney, Quincy High School

Maranda Bastarache (Awards Committee), Donna Mason, Laurie Belanger (Awards Committee) and Kathy Lowe (MSLA President)

Donna Mason is one of the very deserving recipients of the 2006 Audrey Friend Scholarship Award. Donna has an extensive background in the education system, and is currently working towards completing her Masters of Education (M.Ed.) degree in Library Media Studies from Salem State College.

Donna already holds a degree in elementary education, and has previous work experience in the Medway School system. Her interest in becoming a library teacher blossomed when she served as a parent volunteer in her son's classroom. She remembers listening to the teacher read and the response of the children. She was inspired by the effect that reading aloud had on the children.

One thing that appeals to Donna about librarianship is the concept that librarians can "do anything and find anything." She recalls the time when her son chose to do his big 6th grade project on NASCAR. Being the intrepid researcher that she is, Donna found a traveling NASCAR car and driver that would be in the area. She arranged a visit to the school, fleshing out her son's project in a pretty amazing way. Undoubtedly, all the students probably wished that their mom or dad was an "information expert" on that day.

Donna began her graduate program at Salem State in the fall of 2003. She has overcome great personal obstacles to push on and nearly complete her degree. With the finish line in sight, hopefully the Audrey Friend Scholarship will give her a little extra boost. Future students will be lucky to be taught by someone with so much knowledge and enthusiasm. Congratulations and good luck Donna!

2006 MSLA Administrator Award By Reba Tierney, Quincy High School

"No. The library is too important, can't give it up." With this reply to my question about using the underutilized library space for another purpose, I knew I had met an administrator who truly understood libraries. Allow me to introduce Roland Boucher, the winner of the 2006 Administrator Advocate for Excellence in School Library Media Programs Award, nominated by Mary Melaugh. When Mr. Roland Boucher became the principal of Marshall Middle School in 2002, the library media center was housed in a space of approximately 1,000 square feet, but was underutilized and under equipped. His solution? To make the library media center the "hub of the school." When

School Media Specialist Mary Melaugh came on board four moths later, the opportunity for true collaboration opened up, and a dynamic, thriving school media center was born.

Mr. Boucher felt so passionately about improving the status of the media center that he made sure it appeared on the school improvement plan three years in a row. Mary Melaugh learned how to collect data about what was going on in the media center space, and used that data to make decisions about time, space and money. She counted whole class data and produced an annual report. Between the report and the data collected, Mrs. Melaugh was able to validate the additions, upgrades and purchases needed to bring the school media center into the 21st century.

Working together, Mr. Boucher and Mrs. Melaugh approached the media center improvement with a multi-pronged plan, including increased budget funds, PTO sponsorship, grants, donations, and the allowance of multiple book fairs with all proceeds benefiting the library. One particular donor, the Loranger family, made an incredible and lasting contribution by donating books and furniture. The school media center of Marshall Middle School now boasts 30 PC stations, 4 laptops with LCD projectors on lockable carts, and a circulating smart board. All of this new and improved technology totals around $30,000.00.

Mr. Boucher and Mrs. Melaugh have truly created and fostered a sense of learning and shared community. Teachers are now signing up in advance, and willing to share space and resources. Circulation has gone from 1,000 volumes annually to 6,000. The increased technology has made the library media center hugely successful as the "hub of the school." You might think that having achieved all this, Mr. Boucher and Mrs. Melaugh would rest easy, but that is not that case. When asked about additional help in the library, possibly an aide, Mr. Boucher promptly responded, "That's something else to put on the list." So, congratulations to two outstanding individuals who truly have worked together and with their school community to create an environment of collaboration and learning.

"The Many Hats We Wear" – Our MSLA Conference 2006!

By Patsy Divver

The creative and colorful chapeaux greeted this year conference attendees under an impressive canopy. Kathy Lowe, Sandy Kelly, Doris Smith and Ann Perham were just a few of the hat-adorned committee members who ushered in 400-some MSLA members for the "Many Hats We Wear" program.

True to its theme, the conference programs included speakers and sessions that touched our many-faceted roles: The "media/technology" hat--Information Literacy, Digital Literacy, Web 2.0, and Databases, The "library/reading" hat--Book Talks, Book Authors, Graphic Novels and Hot New Titles; The leader/teacher hat—NEASC, Advocacy, and Librarianship today.

And hats off to our speakers! With Sunday's entertaining Storyteller Judy Sima, Monday's enlightening Katherine Krull, encouraging Sandy Schuckett, and inspiring Robert Pinsky, we found more "hats" to try and great ideas to explore for our schools.

The conference this year offered its memorable moments: certainly one highlight was the unveiling of our logo, "MSLA", as designed by Bill Mead --, with the suggestions of the Massachusetts School Library Association's membership. The new logo arrived Sunday, and adorned magnets, coffee cups and the conference bags. Then, on Monday, its bold sign welcomed conference attendees. As part of the MSLA Forum edition, the logo – and its conception – was explained by Kathy Lowe, in the President's message.

Accompanying the logo is the new website, "www.maschoolibraries.org", developed by Ann Perham, who has been working endlessly on its inception.

Another touching moment at the conference was the tribute to Doris Smith, who is retiring after years as Executive Director. Ann Perham read her touching story, "Loris in Dibraryland ", with laughter and tears from the audience.

What else was new? Entertainment by our own members, who wore "musical hats" – Michelle Tanguay and Linda Picceri performed as "City of Roses", and it was outstanding! Encore!

Can we top this? The Conference Committee for 2007 is trying, but has an even larger hat to fill! For the companionship, education, support and enjoyment, the conference does indeed fill a variety of needs for attendees. But if you have an idea – or a request – now is the time to suggest it! Contact our Committee – throw YOUR hat into the ring – and be part of the next conference.

For this October's conference, we all tip our hats to the endless energy and efforts of the **2006 Conference Committee**
Co-Chairs: Donna Deegan and Melinda Webster Loof
Conference Coordinator: Melissa Lynch
Committee Members: Joan Collins, Sandy Kelly, Kathy Lowe, Ann Perham, Jane Ruddock, Holly Samuels, Christine Steinhauser
Doris Smith, MSLA Executive Director
Linda Young and Susan Takvorian, Administrative Assistants

We applaud you – and thank you for presenting an outstanding conference!

MSLA'S Third Annual School Library Bookmark Contest

By Judi Paradis
MSLA Bookmark Contest Committee

MSLA is sponsoring its third annual School Library Bookmark Contest. Our
theme this year is "School Libraries: Adventures in Information!"

For the past two years, we've held the contest in conjunction with School Library Month, and run the contest during April. However, we really thought it would be terrific to give out awards to the winners at our Legislative Day in March. To do this, we need to hold the contest BEFORE March--and so the contest is on. For details about how to participate, check out the "Members" section of this website: http://maschoolibraries.org/content/view/25/68/

You can download contest forms and rules, see the prizes that will be offered and note that the deadline for getting your entries to the fabulous bookmark queen, Gerri Fegan, is January 31, 2007. My students have already started submitting entries--so the competition will be fierce :)

Please join the fun!

Massachusetts Power! A Parent's Guide to School Libraries

By Kathy Lowe,
MSLA President and Acting Executive Director

This booklet, developed with input from MSLA members and co-authored by Kathy Lowe, provides one-page messages directed at parents to examine the benefits of the school library program. It provides many tips on how to connect with parents and turn them into library advocates.

Each page can be duplicated as much as the librarian likes for the parents of a single school. The information provided is great for newsletters, parent awareness nights, mailings, workshops, and handouts to give visiting parents.

The book and CD are available from LMC Source (www.lmcsource.com) at the cost of $20 for the book and $15 for the CD.

Students Leave High School Without Necessary Information Literacy Skills

By Megan Frazer

Are we failing our students? That is the message from the preliminary findings of the ETS ICT Literacy test. Though today's teens and young adults may appear technologically savvy, according to the test results, they enter college without the skills to succeed.

The Test
ETS developed a test of ICT Literacy (Information and Communication Technology literacy) and unveiled it in 2006. The exam is meant to test seven skills areas in a simulated online environment: Define, Access, Evaluate, Manage, Integrate, Create, and Communicate (PF). The test is structured to include four short tasks (3-5 minutes) which each target on of skill area and one longer task (15 minutes) that covers Accessing and Evaluating.

The Results

The preliminary findings are based on over 6300 students who took the test at four-year colleges and universities, community colleges, and high schools (seniors only). On average, students scored 50% of a possible total. The results can be broken down by skill area.

Define:

When asked to select a research statement for a class assignment, only 44% "identified a statement that captured the demands of the assignment", while 8% picked statements that did not address it. On the other hand, when presented with "an unclear assignment", 70% of the test takers selected the best question to clarify it.

Access:

Students were asked to narrow an overly broad search, and only 35% did so correctly, while an additional 35% chose a revision that marginally narrowed the search results. Only 40% used multiple search terms for a web search task, and 50% used database search strategies to weed out irrelevant results.

Evaluate:

When looking at websites, 52% were able to correctly assess the objectivity of the website. They fared better when looking at authority (65% correct), and timeliness (72%), but only 49% of the students correctly evaluated all three. On the positive side, most test-takers recognized that .edu and .gov sites are less likely to contain biased material than .com sites.

Manage:

Here students did slightly better. When they were asked to organize a "large amount of information efficiently," more than half failed. However, 80% of the students were able to crate an organization chart based on e-mailed information.

Integrate, Create, and Communicate:

Students were asked to create a persuasive slide presentation. Only 12% used points directly related to the argument.

(2006 ICT Literacy Assessment Preliminary Findings)

How do our standards match up?

AASL is in the process of revising the Information Literacy Standards for Student Learning. Currently, there are nine standards, which are broken down into three categories: Information Literacy Standards, Independent Learning Standards, and Social Responsibility Standards. The ETS test does not focus on the latter two. The Information Literacy Standards are:

Standard 1: The student who is information literate accesses information efficiently and effectively.
Standard 2: The student who is information literate evaluates information critically and
Standard 3: The student who is information literate uses information accurately and creatively. (AASL).

If one looks closely at the standards and indicators, which are available from the AASL website (http://www.ala.org/ala/aasl/aaslindex.htm), it is clear that standard one encompasses the ETS tasks of Define and Access. Standard two covers Evaluate. Standard three covers Manage, Integrate, Create, and Communicate. All the bases, then are covered, though perhaps we are asking too much of Standard Three. If we are truly covering these standards, our students should do very well on the test.

Likewise, the standards put forth in Massachusetts School Library Media Program Standards for 21st Century Learning (2003) line up with, and even exceed, the expectations of the ETS.

Responding to the Test

There are any number of reasons as to why our kids are not testing as well as they should. Some of these are perhaps related to the test itself. With the preliminary findings, ETS included a disclaimer: "Because the data is not a random sample and is not representative of all US institutions or all higher education institutions, ETS urges caution in using these results to generalize to the greater population of college-age students." (ETS, p. 15). It is possible; too, that it is simply not a good test. Let's assume, though, that it is a good test and the results are strong.

Given that our standards line up with the test, the problem seems to be that we are not meeting those standards. Perhaps this test can serve as a reminder of those standards, and a call to arms to re-apply ourselves to them.

The MSLMA (now MSLA) Program Standards for 21st Century Learning emphasize collaboration with teachers. By learning the skills in the context of their schoolwork, students are more likely to retain the skills. "Library teachers are skilled at teaching information problem solving processes that develop critical thinking skills. Working with classroom teachers at all grade levels, they collaborate to design inquiry-based research projects that grow progressively more sophisticated in the level of thought and reaction required as students mature" (Hallisey et. al., p. 5) This requires school and district wide collaboration to ensure a consistent and logical progression.

Although many argue that we are entering an age of over-testing our students, we do need a way to determine whether or not our methods are effective. Information Power: Building Partnerships for Learning recommend checklists, rubrics, conferencing, journaling, and portfolios. These methods can be integrated into the collaborative projects. For example, students could easily keep a research journal as they do a research project. These journals would allow not only for self-evaluation by the students, but would show teachers and teacher librarians which areas need further emphasis and teaching.

Another option is an actual test, such as TRAILS (Tools for Real-time Assessment of Information Literacy Skills). Aimed at high school students, it is a web-based "knowledge assessment with multiple-choice questions targeting a variety of information literacy skills". Librarians can use it to assess the pre and post task skills of a class. To access TRAILS, visit their website: http://www.trails-9.org/.

Using the ETS Results to Our Advantage

Many librarians would like to collaborate with teachers and develop projects and programs to teach information literacy skills, but do not have the time or money to do so. Collaboration requires that both the teacher and the librarian have time to meet, plan, and teach together. While the project is going on, day to day operations must continue in the library. In understaffed and underfunded libraries, this simply is not possible.

The ETS results, however, could serve as the basis for a proposal to school administrators for a collaborative project. Included in that proposal should be how you plan to evaluate your results, using the methods listed above. Once your

project is measurably successful, you can continue it, and even ask for more. Instead of seeing the test results as a strike against us, why not use them to move the library to its rightful place as the center of learning?

Works Cited

"2006 ICT Literacy Assessment Preliminary Findings". 14 November 2006. Educational   Testing Services. 13 December 2006   <http://www.ets.org/Media/Products/ICT_Literacy/pdf/2006_Preliminary_Findin   gs.pdf >.

American Association of School Librarians. Information Literacy Standards for Student   Learning, Standards and Indicators. 1998. American Association of School   Librarians. 14 December 2006   <http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracy   Standards_final.pdf >.

Hallisey, Peggy, et. al. "Massachusetts School Library Media Program Standards for 21st   Century Learning." Massachusetts School Library Association. 2 January 2007   <http://maschoolibraries.org/dmdocuments/standardsrev.pdf >.

Emerging Leaders Program By Kathy Lowe

Bob Roth is one of six school librarians in the United States to be chosen by the American Library Association as an Emerging Leader.

ALA President Leslie Berger's new initiative will enable the 100 new librarians in the program to "get on the fast track to ALA and professional leadership". Bob is Library Director at The English High School in Boston and co-chair of MSLA's Legislative Committee. His participation as an Emerging Leader is sponsored by the American Association of School Librarians (AASL).

Bob will attend workshops with 100 other Emerging Leaders from all types of libraries at the ALA Mid-Winter meeting in Seattle in January. Training will continue online for six months and culminate at the ALA Annual Conference in Washington, D.C. in June. For more information about the ALA Emerging Leaders Program, please visit http://lb.princetonlibrary.org/emerging_leaders.html

AASL Vision Summit By Valerie Diggs, Chelmsford Public Schools

Destination: Chicago's Crowne Plaza Hotel, adjacent to the O'Hare Airport
Dates: Saturday, Dec. 2nd and Sunday, Dec.3rd

Traveling companions:

Susan Ballard representing the New England Educators of Media Association

Diane Beaman representing the New Hampshire Media Association

Valerie Diggs representing the Massachusetts School Library Association
Our tickets said Friday morning, Dec. 1st, an 8:30am flight to Chicago for this exciting adventure! It was not to be so. Thursday night before departure we were listening to the weather announcers calling for a major snowstorm for the Chicago area. Will we get on the 8:21am flight Friday morning?? No luck; our flight is canceled. Will we be able to get out on the 11:22am flight? Still no luck! There are no flights leaving for Chicago today. The best we can do is to take a 6:48am Saturday morning flight to Chicago – and arrive an hour and a half late for our Saturday session. After calls to AASLs headquarters in Chicago, we are told that due to the snow an travel conditions, the Vision Summit will not begin until Saturday morning, and we are asked to PLEASE come, despite the slightly late arrival and snowy conditions.

So, déjà vu, and all that, back we go to the airport Saturday morning. Our plane leaves on time, and actually lands 10 minutes ahead of schedule. The runways are covered with snow and ice, and we are greeted with 16-degree temperatures on the ground. Bundled up, we trudge off of the plane and onto a shuttle to the hotel. Our minds are racing with thoughts of what we will be asked to produce, and how we will possibly envision the future of our profession.

Shouts of hurrah and welcome greet us at the seminar room door. Executive Director of the American Association of School Librarians (AASL), Julie Walker, shepherds us in, and Deputy Executive Director, Beverley Becker, gives our badges and workshop material. We are immediately instructed to join a group of our colleagues gathered around large round tables. Present are school library teachers from across our great country: from Alaska to Florida to Maine to Hawaii and every state in-between! The room was abuzz with excitement and anticipation.

Our first task is to look at the history of school libraries. This became an interesting exercise, as the "younger" members of our group relied heavily on older members for accurate historical landmarks in the history of school libraries in public education. A list of Key Milestones was created, and is as follows (in no particular order):

- Integration: Cultural/Ethnic in the 1960's
- External Media in the 1960's
- Library Standards in the1960's
- ESEA of the1960's – then loss of funding in the 1970's
- The inception of Library Automation in the 1980's
- The publication of Information Power 1 & 2
- Google/Search Engines
- 24/7 Self Service
- Impact Studies
- NCLB/Accountability
- RSS/Democratization of Information/participatory cultures

What will change? How will trends affect current conditions? How will the situation change politically for School Library Programs and staff? These are just a few of the questions we were confronted with after lunch on Saturday.

After much discussion in groups, a preliminary list of what attendees consider their "Primary Roles" as Library Teachers today was developed. This list is as follows (again, in no particular order):

- Leader: being a leader both in your school and within your profession; encompasses everything; the creation of new partners with other professional organizations
- Teacher: of Information Literacy Skills
- Transmedia Navigator: i.e. Information Manager, Information Specialists
- Program Manager: administrator, staff supervisor, collection developer, budget developer
- Reading Advocate
- Instructional Partner:
- Technology Integrator
- Research Advisor
- Collaborator: helping teachers teach process within content areas; facilitate interdisciplinary units of study
- Facilitator of Media/Technology: production and communication
- Community Liaison
- Professional Developer: and learner
- Change Agent: have a passion for our work
- Professionally Committed: grow leaders; work with legislatures

Producing this list was no easy task. We now proceeded to address the issue of trends that affect our current roles. These were initially identified as: State Standards and Accountability, data-driven trend identification, classroom

collections, filtering issues, funding, students becoming producers and creators of technology, the development of the trend towards participatory culture among our students, the diversification of formats of communication (including books), Library 2.0 trends, 24/7 access to information and 24/7 availability, and the changing face of advocacy from preaching to engagement of administrators, among others.

Discussed in-depth was the increasingly diverse student population, a diversity that drives collection development. As for collection development, it is becoming progressively more fee-based with many emerging formats. Also noted was evidence of the greater use of federated search engines. Our profession is encountering competition for speed of delivery of information, and accessibility to information.

Considering these basic trends, what additional factors set the stage for our roles as Library Teachers and how are these roles perceived by our teaching peers, administrators, and the community? These additional factors were now defined by each group, and a summation of those discussions produced.

This is what was finally determined to directly influence our work as Library Teachers:

Resources, both staff and budgets; technology; accountability; preparing students for the workforce; globalization; facilities; learning styles; professional development; increased diversity of students; socioeconomic factors; the "purpose" of education; safety; advocacy; alternative schools; "doing more with less"; collaboration; recruitment, training and retention of future Library Teachers; and more. Our brains were fired-up, and we were thinking as fast as would could around those round tables!!

Time was marching on. We had "lost" Friday evening to the snowstorm, thus it was decided to extend Saturday's session to 6pm. We were all bleary-eyed by the end of the day. Our next task was to begin a dialogue on what the future of school libraries would look like. We view an engaging video clip on schools in the year 2020, which provided just the right impetus for the ensuing discussion. Each group was challenged to produce a skit, role-play, etc. for the following morning. These performances would outline our perspective of the school library of the future.

And here is where my story, sadly, must end. We were all sworn to secrecy by Julie Walker. Sunday's activities and resultant discussions are to be cloaked in mystery, with all participants sworn to silence. Alas, the disillusionment of the anti-climactic story. It is with this suspense that I leave you all. AASL has committed to revealing the best part of this story, but when and how remains to be seen. When the time comes, look for Part II of this saga. Until then...the future awaits!

MSLA Legislative Day March 8, 2007 By Judi Paradis and Bob Roth

A new political climate bodes well for the third annual MSLA Legislative Day scheduled for Thursday, March 8 from 9:00 a.m. to 3:00 p.m. Members are urged to join the effort at the State House in Boston to show our legislators the important role that school libraries play in 21st century learning. This year we are encouraging members to bring along school administrators and/or parent volunteers to show the range of support we have within our schools. In addition, we are going to present awards to winners of the 2007 MSLA bookmark contest at the State House.

MSLA members can support our Legislative Day efforts in several ways:

● **Join the events on March 8th**—visits from our members remains the best way to educate our legislators about the important work we do in Massachusetts schools; those attending will receive talking points and training about how best to approach legislators
● **Provide an exhibit showing your best work**—projects that show how your library supports 21st century

learning by teaching information literacy, assisting in differentiating curriculum, providing multicultural resources, or helping students acquire life-long learning skills will be a solid addition to our day

● **Bring a parent volunteer or administrator**—as important as it is to hear from US, it is even more impressive to hear others testify to the value we provide to our school community.

● **Participate in our Bookmark Contest**—Awarding the winners of our bookmark contest at the State House will provide an opportunity to show a direct connection we make with students. Please be sure to submit your students' work to Gerri Fegan, Andover West Middle School, 70 Shawsheen Road, Andover, MA 01810 by January 31. For complete details about the contest, check the website at www.maschoollibraries.org.

● **Contact your legislators**—look for the MSLA postcard coming in the mail to all our members in late February. Send this postcard to your legislators to urge them to support our legislative agenda and show their support for Massachusetts' school library programs.

Members who would like to participate in MSLA's Legislative Day are urged to contact one of the Legislative Committee co-chairs: Judi Paradis at jparadis@maschoollibraries.org or Bob Roth at rroth@maschoollibraries.org .

Our lobbyist Chris Gregory is working with Legislative Committee co-chair Bob Roth to draft new legislation that will ask for financial support for school library programs in Massachusetts. Gregory is also hopeful that legislation including school library programs in the Chapter 70 Education Reform bill will be passed this year. Members who attend Legislative Day will be updated on the status of our legislation, and will get support to lobby their local legislators to ask for support for our bills. This lobbying should build on the testimony that several members presented to incoming Governor Deval Patrick's education transition team in December. We are clear that if we want strong library programs with certified teachers in Massachusetts we need to SHOUT! Join the effort, we need you all.