New Beginnings

by Valerie Diggs, MSLA president

As I begin my two-year term as president of the Massachusetts School Library Association, I am reminded of a simple quote from Dr. Suess, *"Today is your day, your mountain is waiting, so get on your way."* In writing this first president's message and preparing for that momentous climb, I am humbled by the task before me. Leadership is difficult in many ways, but also rewarding.

My leadership style is participatory, and I implore all members of MSLA to provide feedback on our organization. How are we doing? What can we do differently? And most importantly, what can we do better? During the course of the next two years, I truly hope that I will hear from all of you about what MSLA can do for its membership, both now and in the future.

This past May, many of the members of the MSLA executive board met on a Saturday to update and refine our strategic plan. This has set our course of action and created goals and objectives for MSLA. (See pictures on page 34 and view the complete plan on page 35). The executive board members, with the help of facilitator Susan Ballard, AASL president-elect, kept the goals brief and manageable. I include them here, with a brief description of how your executive board hopes to meet the challenge of these goals.

For members and potential members:

GOAL: To strengthen the profession and enhance the expertise of all members while offering nonmembers a rationale for joining the organization.

Our organization's worthiness and strength must come from its members and their contributions through our listserv, through participation in our professional development opportunities, and through communication of ideas and suggestions to our executive board.

This is our number one goal. By providing our membership with professional development and networking opportunities through day-long institutes, our annual conference, and in listserv membership, MSLA seeks to provide its members with avenues for the exchange of new ideas and growth in our profession. Through our area directors, we continue to seek out those in our profession who do not belong to MSLA in the hopes that we can convince them of our organization's worthiness. Our organization's worthiness and strength must come from its members and their contributions through our listserv, through participation in our professional development opportunities, and through communication of ideas and suggestions to our executive board.

Providing current, relevant and timely professional development is key to our future. This August, the highly successful AASL summer institute, *Empowering 21st Century Learners: P21 Framework and AASL Learning Standards*, brought exciting ideas and inspiration to our membership just in time for a new school year. On November 5th, attend our joint one-day advocacy workshop, *Partners in Advocacy: Strategic Storytelling.* Nancy Dowd will lead a fast-paced and engaging experience on collecting, creating and communicating stories to communicate a unified voice about the value of libraries in Massachusetts. This is a full-day workshop co-sponsored by the Massachusetts Library System, MLA, and the MSLA. Look for registration information on the MSLA listserv and website. *Continued on page 2*

Lastly, but most importantly, is our annual conference. For the first time in many years, it will be in a new location and time; we return to Sturbridge for the 2013 conference. Our 2012 annual conference, *Literacies and Our Future,* will be held on March 4 and 5 in Hyannis at the newly-renovated Hyannis Resort and Conference Center. We have a stellar lineup of school library stars, including **Ross Todd, Alan November, Tim Green, Susan Ballard, Joyce Valenza, Chris Harris** and **Buffy Hamilton**. I will moderate the block-buster panel discussion on Monday afternoon, "The Future of School Libraries," with **Joyce Valenza, Michelle Luhtala, Chris Harris, Buffy Hamilton** and **Susan Ballard**. Please come. How fortunate we are to have the opportunity to see, hear, and interact with these school library leaders here in our own state!

Professional development can simply be contributing to our listserv. The community of MSLA members can provide the best advice, direction, and resources when looking for answers to help you do your job. Ask questions and reply to those in need. Our listserv is only as good as our members want to make it!

For the educational community:

GOAL: To inform and advocate for the vital role strong school library programs play in student achievement.

The MSLA Executive Board has also worked tirelessly to create strong alliances with organizations such as MLA (Massachusetts Library Association), MRA (Massachusetts Reading Association), MTA (Massachusetts Teachers Association), DESE (Department of Elementary and Secondary Education), through membership in technology committees and continuing professional association with Susan Wheltle, Humanities Chair, and other leaders of DESE. These and other alliances serve to make our organization stronger and more visible to Massachusetts educators.

For the general public:

GOAL: To advocate for and publicize the importance of strong school library programs and demonstrate their impact on student achievement.

How often do we encounter educators, legislators, administrators, business people, and parents who believe that our primary role is to check out books, handle overdue books, or make sure the library is neat and "picked-up"? We have work to do here, and as such, MSLA is reaching out to the Library Legislative Caucus at the State House. This bi-partisan caucus addresses issues of both public and school libraries in our state. Kathy Lowe, Judi Paradis, Julie Farrell and I will make a presentation at the September meeting of this Library Caucus. What are we asking for? What will we present?

I know that many of us are experiencing cuts in both personnel and budgets, and we are being asked to do more with less. Remember that while it may seem like mountain climbing, our students on the other side make that climb most worthwhile.

Our focus will be to convince our legislators to pass a bill to conduct a study of school library services to all students across the state of Massachusetts, similar to that passed in Pennsylvania[1] recently: "The bill, House Resolution #987 was unanimously passed on October 5, 2010 by the PA House of Representatives. HR 987 is a resolution asking the Pennsylvania Board 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."[2] I will keep our members informed on the progress of our legislative requests and give explicit directions on how you can help. We will be working closely with the Library Legislative Caucus, chaired by Representative Kate Hogan (Stow), and with Representative Frank Smizik (Brookline). Representative Smizik is sponsoring bill H65 in support of school libraries and Chapter 70 funding. These legislative actions will be key in the coming months.

Through our advocacy workshop this fall, our continuing efforts on the legislative front, and our relationships with educational organizations in the state, MSLA looks to keep school libraries in the forefront of discussion and political thought.
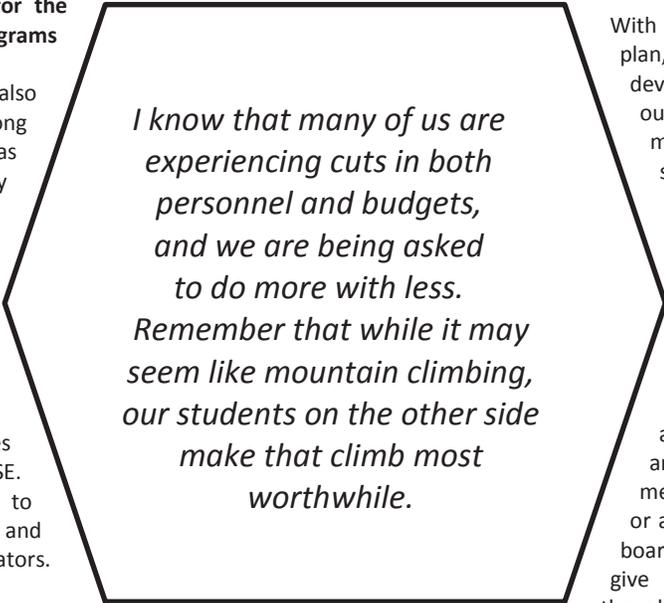
With our newly-created strategic plan, some fantastic professional development opportunities, and our strong relationships with many organizations in our state and nationally, I hope to help guide MSLA to a successful and productive year. I cannot do this without your help. Contribute to the listserv, attend workshops and the conference, encourage a library colleague who is not a member of MSLA to join and explain the benefits of membership, and contact me or any member of our executive board to make suggestions and give us your feedback and thoughts. Listening to our members is what will make this organization a great one.

I wish you all a wonderful and productive school year. I know that many of us are experiencing cuts in both personnel and budgets, and we are being asked to do more with less. Remember that while it may seem like mountain climbing, our students on the other side make that climb most worthwhile.

LINKS:

[1] School Library Journal: http://www.schoollibraryjournal.com/slj/home/887243312/pa_passes_historic_resolution_to.html.csp

[2] Pennsylvannia School Library Association: http://www.psla.org

Table of Contents: 2011 MSLA Forum PLUS

From the Editor

After a year as the editor of the MSLA Forum, I am humbled by the amount of work required to stay on top of the schedule, solicit articles and communicate with the columnists.

This newsletter benefits from the talents of members who edit featured columns. **Leslie Schoenherr** took the theme of the 2009 MSLA Conference, "Working Smarter," and has extended the idea sharing with her column. I still think back to the "Recipes for Success" that Nancy Jones ran in the "Media Forum" in the 90s and remember how the little ideas made a huge difference. **Susan Babb** raised her hand right away when I put out the call for columnists; "MLS: Making the Connection" is an important vehicle for communication. In this issue, **Kathleen Porter** has her first column of "School Library PULSE," taking over the editing. She is terrific at digging up the nuggets of school library news on the national scene. Another new column that will develop this year is "Member News" with **Nancy Stenberg** editing. The feature is an opportunity to celebrate the promotions, projects and positive happenings for MSLA members; please share your victories, large and small! All contact information for these feature editors is on the MSLA webpage under the Newsletter menu.

Everyone wants a chance to hop up on the soapbox. "My Turn" is a special feature meant to give members a stage for their passion. **Alexis Kennedy** expounded in the Spring Forum on Web Evaluation and **Brian Tata** used the Winter Forum to reflect on the important mission of school librarians, "To Make an Impression." What will be your topic?

The "Hot Button Issue" of 2011 has been volunteers and our libraries. In January, I posted a survey for members on this topic. The next two issues of the Forum featured articles. I reported on the "+ and -" and **Rachel Hopkins** wrote an article on the best practices. In this issue of MSLA Forum PLUS, the concluding article answers the question, "Are volunteers replacing professionals?" Members' ideas from the survey appear in a chart, "Best Practices and Pitfalls."

Did you know that you can receive PDPs for writing articles for the Forum? During 2010-11, a total of 31 members received PDPs. If you have an idea for an article, send your proposal to me. Are you looking for a longer term project and would consider taking on a feature column? I have some ideas, or I'm open to yours. How about "Technology Sandbox" or "Author Spotlight" as possible columns?

For the year ahead, look for online issues of the MSLA Forum in November, January and April.

Credit and thanks to **Kathy Lowe, Gerri Fegan** and **Judi Paradis** for proofreading and advising for this print issue.

This Forum PLUS was purposely timed to be a great kickoff for your new school year. Check out the amazing lineup of speakers for the MSLA Conference in March...take advantage of early bird registration rates...read a list of 100 Things that School Librarians do...learn about teaching on a fix/flex schedule...get some tips from the Working Smarter column...find out about the AASL Lesson Database...be wowed by the 25 Best Websites for Teaching and Learning...get inspired by the 2010 Award Winners.

Have a terrific year!
Ann Perham, MSLA Forum Editor and MSLA Webmaster

The MSLA Forum Plus is also available on the MSLA webpage: http://www.maschoollibraries.org > Newsletter

The online version is in full color and all links are active.

MSLA Annual Conference
MARCH 4-5, 2012
Hyannis Resort and Conference Center, Hyannis Massachusetts

The MSLA Conference Committee has planned a fantastic program for our 2012 annual conference. **Our program is packed with the hottest names in our profession.**

Sunday's featured speakers are two of the most highly regarded authorities on school libraries and technology, **ROSS TODD** and **ALAN NOVEMBER**. Author and motivational speaker **TIM GREEN** will speak at lunch, and AASL President-Elect **SUSAN BALLARD** will be our dinner speaker.

Sunday's program will include an **Author Meet & Greet**, **Exhibit Hall Opening Reception**, **Job Alike sessions**, and the MSLA **Awards Banquet**. MSLA will honor members and advocates for service, distinguished careers, webpage excellence, and accomplishments in school librarianship.

With the move of the MSLA conference from the fall to March, it's important to *encumber professional development funds early* to ensure you'll be able to attend the premier annual event for school librarians in Massachusetts. You may register online www.regonline.com/msla2012 or use the mail-in form (see page 7).

We're not only moving our date, we're moving our venue to *Hyannis, Massachusetts at the* **Hyannis Resort & Conference Center**. We think you'll enjoy this lovely facility and all the amenities it offers.

SUNDAY SPEAKERS
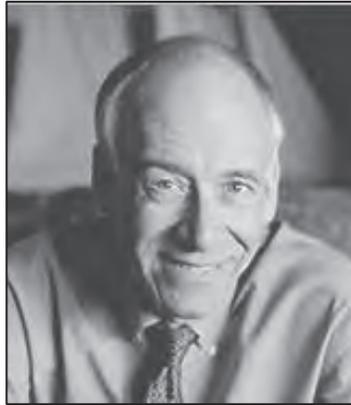
ROSS TODD

ALAN NOVEMBER

Plus:
Author Meet & Greet
Awards Banquet
Job Alikes

TIM GREEN

SUSAN BALLARD

Hyannis Resort and Conference Center

LITERACIES AND OUR FUTURE

* MEDIA LITERACY * READING LITERACY * DIGITAL LITERACY * TRANSLITERACY * INFORMATION LITERACY *

JOYCE VALENZA

MONDAY SPEAKERS

The Monday program features school library greats **JOYCE VALENZA, CHRIS HARRIS** and **BUFFY HAMILTON**, 2010 AASL School Library Program of the Year winner **Michelle Luhtala**, author **Jarrett Krosoczka**, **Karen Brennan** of MIT's "Scratch Project," and Universal Design Specialist **Lori Cooney**, along with many other notable colleagues from our state and region.

A "first" on Monday will be the Bookmark Contest public judging and announcement of the winners.

The Author "Meet and Greet" will take place on Sunday and Monday with a new slate of authors each day.

CHRISTOPHER HARRIS

BUFFY HAMILTON

The final event on Monday is a block-buster **panel discussion**:
THE FUTURE OF SCHOOL LIBRARIES
moderated by MSLA president,
Valerie Diggs and featuring:
Joyce Valenza
Buffy Hamilton
Chris Harris
Susan Ballard
Michelle Luhtala

Stay tuned for more information on the MSLA members listserv and read about our speakers and presentations on the MSLA webpage.

This is the best professional development opportunity of the year for anyone who supports, works in or with School Libraries.

Michelle Luhtala

2010 AASL Program of the Year

Karen Brennan

MIT "Scratch Project"

Jarrett Krosoczka

Author of the "Lunch Lady" series

Lori Cooney

Universal Design Specialist

MSLA Annual Conference
MARCH 4-5, 2012
Hyannis Resort and Conference Center, Hyannis Massachusetts

PRELIMINARY PROGRAM

Subject to change; check the MSLA webpage for updated information

SUNDAY:

Ross Todd – Morning Workshop

Alan November – Afternoon Workshop

Just Read...A Motivational Message!: **Tim Green**, Luncheon Speaker

Two Roads: **Susan Ballard**, Sunday Dinner Keynote

PLUS: Author Meet & Greet

Exhibit Hall Opening Reception

Awards Buffet Dinner and Awards Ceremony

Job-Alike Sessions

MONDAY:

Keynote Address:
Joyce Valenza, *Library 3.0? Creating & Curating Hybrid Information Landscapes for Learners*

CONCURRENT SESSIONS:

Ten BIG Things TLs Must Teach: Joyce Valenza

Reading Beyond Print: From EInk to iPads: Christopher Harris

Guys Read: Jarrett Krosoczka, author
and Jordan Brown, Harper Collins editor

Thinkfinity Overview: Kathy Dubrovsky, Thinkfinity Coordinator

Serving Urban Teens: Amy Short, Director of Library Media, Boston

Share the Wealth: AASL Lesson Plan Database: Kathy Lowe

Spectacular YA Books: Sharon Colvin, YA Librarian, Chelmsford PL

Best Children's Books: TBA

Libraries as Communally Constructed Sites of Participatory Culture: Cultivating Participatory Literacy: Buffy Hamilton

Getting Started with Scratch: Karen Brennan, MIT Media Lab

#bannedsites: Open Access Opens the Door to Engagement and Learning: Michelle Luhtala

Universal Design for Learning and *Enrich Information Literacy Skills*:
Lori Cooney, Institute for Community Inclusion, UMass Boston

The Future of School Libraries panel discussion:
Joyce Valenza, Chris Harris, Buffy Hamilton,
Susan Ballard, Michelle Luhtala,
Valerie Diggs, Moderator

PLUS: **Author Meet & Greet**
Bookmark Contest judging and announcement of winners

RATES & REGISTRATION

SUPER EARLY BIRD rates through 12/31/11
Registration includes Membership

Professional Members:
Early Bird: 1 day $140; 2 day $195
Regular: 1 day $185; 2 day $235
Walk in: 1 day $245; 2 day $300

Students, Support Staff, Retired, Unemployed Members:
Early Bird: 1 day $100; 2 day $150
Regular: 1 day $120; 2 day $170
Walk in: 1 day $180; 2 day $230

Sunday Awards Banquet: $30

Register Online with a credit card or PO
www.regonline.com/msla2012
or
Register by Mail with a check or PO
See MSLA webpage, or Forum pg .7

Hotel Information
Hyannis Resort and Conference Center
Single/double: $129, plus tax
Mention the MSLA Conference 2012
to receive the special rate
Reservations: (866) 828-9111 or (508) 775-7775

2012 Conference FAQs

Q: Why did MSLA move the annual conference to March?
A: October and early November are popular times for professional organizations to hold their conferences. It became increasingly difficult to find a fall date for the MSLA conference that did not conflict with other conferences that impact our attendance, like MassCUE, AASL's national conference and Fall Forum, and the School Library Journal Leadership Summit. Also, other organizations, like the New England Library Association and other school library associations in New England compete with MSLA for exhibitors, a main source of income for our organization.

Q: Why is MSLA holding the conference in Hyannis?
A: We heard from many members that they were tired of going to Sturbridge for our annual conference. Also, our members from eastern Massachusetts had to make a long drive every single year. We found that the Hyannis facility had the right mixture of exhibit and breakout space to accommodate a group of our size. After polling the membership, we found the results almost equally split between remaining in Sturbridge and switching to Hyannis, so we decided to *alternate years between the two locations*.

Q: I am worried that my district will run out of professional development funds before March.
A: No problem! We opened registration in July so that you can take advantage of our **super-early bird registration** to *encumber those funds right away*. Plus, we're offering a super-low-cost rate for members who register before December 31, 2011. REGISTRATION INCLUDES DUES, so it really is a bargain.

2012 CONFERENCE REGISTRATION

March 4-5, 2012
Hyannis Resort and Conference Center

MSLA
Massachusetts School Library Association
P.O. Box 658
Lunenburg, MA 01462
Tel./Fax: 978-582-6967
www.maschoolibraries.org

Fill in BOTH the MSLA membership and conference registration forms if you are attending the conference

Visit the MSLA website for latest conference information. Use this form or register online at www.regonline.com/msla2012

NON-REFUNDABLE early bird registration ends December 31, 2011

Registration includes MEMBERSHIP DUES

Name: _____

Fees for Professional Members	1 - DAY	2 - DAYS
NON-REFUNDABLE Early Bird Registration *(before Jan. 1, 2012)*	☐ Sunday or ☐ Monday **Please select day**	
	☐ $140	☐ $195
Regular Registration	☐ $185	☐ $235
Walk in Registration	☐ $245	☐ $300
Fees for Support Staff, Student, Retired or Unemployed Members	1 - DAY	2 - DAYS
NON-REFUNDABLE Early Bird Registration *(before Jan. 1, 2012)*	☐ Sunday or ☐ Monday **Please select day**	
	☐ $100	☐ $150
Regular Registration	☐ $120	☐ $170
Walk in Registration	☐ $180	☐ $230

~ You will receive confirmation by email that your registration is complete. ~

SUNDAY LUNCH *(Included with conference registration)*

Select one:
- ❏ Fresh Atlantic Cod with Buttered Cracker & Herb Crumbs *or*
- ❏ Pecan Chicken Salad with Chicken, Blue Cheese, Tart Apples & Honey Tabasco Vinaigrette *or*
- ❏ Pecan Salad with Blue Cheese, Tart Apples & Honey Tabasco Vinaigrette *or*
- ❏ Vegan Meal

SUNDAY AWARDS DINNER BUFFET

- ❏ $30.00 Mixed Greens & Rustic Rolls, Butternut Squash Ravioli, Grilled Salmon with Garlic & Herb Butter, Braised Country Ribs & Espresso BBQ sauce, Seasonal Vegetable, Rosemary Roasted Potatoes, Fresh Baked Apple Tart, Coffee, Decaf Coffee, & Tea

MONDAY BOXED LUNCH *(Included with conference registration)*

Select one: (Includes chips, whole fresh fruit, cookie, and drink)
- ❏ Roast Turkey Sandwich on Bulky Roll *or* ❏ Vegetarian Wrap

GUEST TICKET for exhibits, Author Fest, President's Reception and dinner on Sunday, March 4

of guests of conference attendees or award winners: _____ **X** $40.00 = _____

Refund policy: *Early bird registration is non-refundable.*
Refunds for regular registrations will not be made within 5 days of the conference.

TOTAL ENCLOSED $_____ SCHOOL P.O. # (if applicable)_____

2011-2012 MSLA
Membership Form

Massachusetts School Library Association

P.O. Box 658
Lunenburg, MA 01462
Tel./Fax: 978-582-6967
www.maschoollibraries.org

Online registration using a credit card or purchase order is available at www.regonline.com/join_msla

Email:_____

First Name: _____

Last Name: _____

Job Title or Other Status (e.g. Student, Retired, Unemployed): _____

School/Business: _____

Work Address: _____

Work City: _____

Work State: _____Work Zip: _____

Work Phone: _____Work Fax: _____

Library or Personal Website/Blog: http:// _____

Home Address: _____

Home City: _____State: _____Zip: _____

Home or Cell Phone:_____

Preferred mailing address   ❏ Work   ❏ Home

Position Type   ❏ Full Time   ❏ Part Time

School Type   ❏ Public   ❏ Independent (Private, Parochial)

Grade Level   ❏ Elementary   ❏ High School   ❏ College
               ❏ Middle   ❏ District Level

Library Region   ❏ Boston   ❏ Metrowest   ❏ Southeast
                  ❏ Central   ❏ Northeast   ❏ West

MSLA will continue to align its membership with the former Massachusetts Library Regions. Please select the region in which your school (college, home, or organization if you do not work in a school) is located.

I also belong to the following professional organizations:
❏ ALA   ❏ YALSA   ❏ GBCLA   ❏ MLA   ❏ MassCUE   ❏ MTA
❏ AASL   ❏ AISL   ❏ NESLA   ❏ MRA   ❏ AFT Massachusetts
❏ Other(s):_____

MSLA Membership Types & Fees *(included in conference registration)*
    ❏ Professional - $40.00   ❏ Vendor - $40.00
    ❏ Other (such as library support staff, student*, retired, unemployed) - $20.00
*If you are a student in a graduate degree program while working full-time as a professional in a school library, please register as a Professional.

Do you want to be listed by MSLA as a Resource Person willing to share your expertise?   ❏ Yes
List area of expertise _____

First time member referred by _____

❏ Please do not share my contact information with conference exhibitors.

- **Membership will expire one year from date received.**
- **A check or school purchase order MUST accompany this form. Please make check payable to MSLA.**
- **MSLA dues are not refundable.**
- **Return this completed form to:**

MSLA Director
P.O. Box 658
Lunenburg, MA 01462

Email:
klowe@maschoollibraries.org
Phone/Fax: 978-582-6967

NESLA Special Rate for MSLA Members!

Join the New England School Library Association for $20 (a savings of $10) Please send a SEPARATE check payable to NESLA, to:

Merlyn Miller
Burr and Burton Academy
57 Seminary Avenue
Manchester, VT 05254

For more information visit the NESLA webpage: www.neschoollibraries.org

For MSLA Office Use Only:

Check: _____

School PO# _____

Amount: _____

Date Paid: _____

MSLA has provided me with incredible professional development opportunities from top educational leaders from around the world. Membership has broadened my professional world, and made me a better teacher-librarian.
Robin Cicchetti
Concord - Carlisle Regional High

I have benefitted from belonging to MSLA through the sharing of ideas on the listserv. Other librarians have been so helpful whenever I've asked a question, and I feel like I'm connected to great colleagues. The bookmark contest was also an awesome experience - I still have my plaque of recognition, and display it proudly in my library. I would feel very alone without MSLA. I look forward to reading all the concerns, suggestions, and ideas that are discussed daily. The responses to my questions have helped me advocate for my program - specifically, when so many other librarians told me how they use SmartBoards in their libraries.
Patricia Hussey
Rockport Elementary

Several years ago at a conference the speaker was Robert Pinsky, I took his American Poetry Project book back to our 8th grade ELA teachers and it is now the foundation of our 8th grade Poetry curriculum. It has become a 6-week project done by all 8th graders. This year Mr. Pinsky was so excited about this when I emailed him to ask him to Skype with our kids. He did! Thanks MSLA!
Linda Kimball, Sarah Gibbons Middle School, Westborough

Being a member of MSLA has been one of the best things I could have ever done in my professional life. Its membership is a link to common sense and good advice to the issues in our profession. I have found that the collective knowledge of this association to be phenomenal. Whenever I have had a question about anything, regardless of how big or small the issue, the membership was right there with their support and advice. I feel privileged to be one of its members. I could not do my job well without this group of dedicated professionals!
Sarah Alexander
Somerset Middle School

I love the MSLA listserv. It's a terrific source for finding support just when you need it, great ideas for managing and refreshing your library, and answers when you need a little assistance. Responses are always quick and extremely helpful!
Pamela Vallee
Lunenburg High School

I became a member of MSLA as a graduate student at Bridgewater State College. I graduated in 2002 and especially love reconnecting with fellow classmates at the conference. Every year I bring back new ideas to share with my faculty. The MSLA conference recharges my batteries and makes me a more informed library media specialist. Although my position is in nearby Rhode Island, I am a Massachusetts resident and will continue to maintain my membership in MSLA. Keep up the great work!
Robin Panchuk
Shea Senior High, Pawtucket, RI

MSLA Works For Us

As I prepare to retire from Cyrus Peirce Middle School and Nantucket High School, I would be remiss if I did not thank all of you for your collective wisdom and support!! I have worked in a number of schools – public, private, and international, but have never experienced a group like this one. My library questions and concerns were always answered. What an organization!!
Joan Rouillard

I think the greatest benefit from membership in MSLA is the camaraderie that we get from joining (listserv, etc.) Most of us are the only SLMS in our school (sometimes district) with no one else with our subject expertise to brainstorm with. This group has brought us all together and we are all an excellent resource to each other!
Jennifer St. Michel
Hurley Middle School, Seekonk

As a retiree living out of state, I find MSLA and the listserv a wonderful way to keep up with the "goings on" of school libraries in Massachusetts. It also helps me to keep up with the profession in general, and stay connected with old friends and colleagues.
Shelley Glantz, Reviews Editor
Library Media Connection

I belong to MSLA because of the community. The listserv allows me to keep up with current information, share ideas, and connect with other librarians. It's hard to be the only one in the school, and knowing there are so many librarians out there with great ideas and talents to share is really inspiring and helpful.
Elisabeth H. Zimmer
Schofield Elementary and
Sprague Elementary, Wellesley

MSLA is a invaluable resource for support. It is like going to a professional conference every time I log on!!
Sharon Hamer
Belmonte Middle School, Saugus

AASL Vision Tour: Plympton School, Waltham
May 13, 2011   by Judi Paradis

"No one knows what we do!"

Well, school librarians, Nancy Everhart set out to change that lament during her year-long term as president of the American Association of School Librarians (AASL). Everhart challenged each state to find an exemplary library that she could visit in a "Vision Tour" to draw attention to the good work going on in our school libraries across the nation. Over the course of the 2010-11 school year, Everhart visited 35 different states bringing attention to a school library in each one.

Welcome Dr. Everhart! Kathy Lowe, MSLA Executive Director (left) joined Judi Paradis (right) in welcoming Nancy Everhart to Plympton School

So, when the MSLA Board asked if I'd host Nancy's Vision Tour, I thought it was important to say "yes." The Plympton School in Waltham, where I've worked as a school librarian for the past 8 years was a sensible choice. Plympton is an elementary school with an incredibly diverse population and a well-supported, flexibly-scheduled library program.

Hosting the Vision Tour felt daunting at times. Knowing we were representing Massachusetts, my director Sandra Roby and I began meeting weekly months before Everhart's scheduled visit on May 13. We wanted to ensure that those visiting the library would see an authentic depiction of what library programs do.

Everhart asked participating librarians to incorporate a song called "Check It Out" into their presentations. We used the lyrics of this song to create a Voice Thread presentation that focused on digital learning, critical thinking, technology power, empowering students, and librarians as leaders. We were able to include the voices of students, parents, and teachers talking about projects that incorporated current technology and programs that the library sponsored to encourage student growth, such as our book buddies program, and our family literacy initiatives.

On May 13, Nancy Everhart arrived in Waltham! Our welcoming committee included students, teachers, parent volunteers, and administrators. *(Above)* Plympton School Principal Maureen Taddeo welcomed everyone.

But our biggest excitement was seeing key decision makers take part in our presentation—several city officials, including our mayor and members of the city council and school committee attended the event. State legislators, members of the Massachusetts Board of Library Commissioners, board members from MSLA, and a representative from the Department of Elementary and Secondary Education came as well.

Diego Oliviera: *I was in the Enrichment Group in the library in first and second grade. The first project that we did was we had a packet with pictures and we had to write what were the actions in the pictures. We all ended up with different stories. In second grade each one of us got to choose different topics to study. I studied space, jazz, pirates, and twentieth century blues. We had seven different books about that topic and we could do different projects to show the other kids what we learned. I really liked space. I made a big poster showing the rotation of the planets around the sun, and I still have it in my room. Now I'm in the third grade, and I come to the library EVERY morning because I love books, I love reading. Ms. Paradis lets me come in because she is always telling me that I'm the number one reader in the school, and that is true—I am!*

Sarah spoke about her participation in a family literacy program with first and second grade students receiving reading kits to share at home with siblings who are in preschool.

Em Claire Knowles (left), MBLC and Simmons College with Representative Thomas Stanley.

Later in the morning, a second grade class came in to begin a research project. Those visiting got to see students work as a group to use reference books, brainstorm ideas for research topics, and record ideas using our SmartBoard.

Our morning with Dr. Everhart went quickly. Students who participated in special library projects spoke, we viewed the Voice Thread. *(See link, below)* When the event concluded, the results matched our hopes, as several of those visiting told me "I didn't know you did that!"

At the end of June, Nancy Everhart concluded her term as AASL President. At the ALA Annual Conference in New Orleans, she shared an overview of her Vision Tour. It was impressive to see so many good programs showcased. She told us that the most important thing that came from this effort was seeing the difference in perceptions following these visits by those without a strong understanding of 21st century library programs.

Everhart asked us to go back to our states and urge all our colleagues to regularly invite decision makers in to our libraries, so they too can find out what we do.
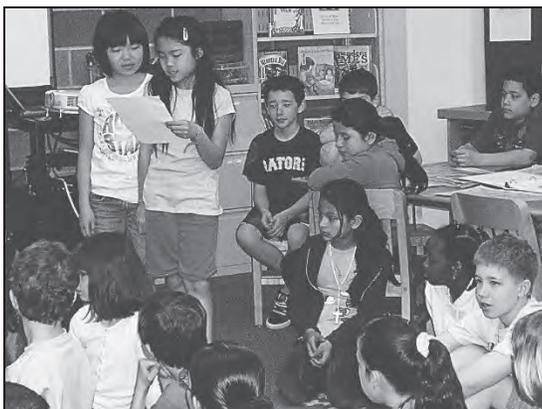
Dr. Nancy Everhart, President of AASL, congratulated Judi Paradis on an outstanding display of what an elementary school library program should be.

LINKS: Vision Tour video: http://www.youtube.com/watch?v=l-4xghy-TmQ&amp

Vision Tour Website: http://www.ala.org/ala/mgrps/divs/aasl/aboutaasl/aaslgovernance/aaslpres/visiontour.cfm

Plympton School Library Voice Thread: http://voicethread.com/?#u962552.b1996693

Annie and Eva: Grade 4 Volunteer Program

Annie: *I like volunteering at the library because it's fun. I like doing special projects like reading to the Kindergarteners. I also do the weather report—it is interesting and I learned how to read the weather monitor. Our library is different from the public library because Ms. Paradis lets us read challenging books if we want to try them.*

Eva: *I would rather be at the library helping Ms. Paradis than at recess. I like the work we do and helping the little children. The library is organized; there are a lot of books you can find. I also participated in the Massachusetts Children's Book Award. I voted for the Magic Half. We used a wiki to keep track of the books we were reading. You had to read at least 5 books to vote.*

Annie and Eva: *We come to the library and ask to help every single day.*

Volunteers and School Libraries: MSLA Members Have Their Say

by Ann Perham

The MSLA Forum featured a "Hot Button Issue" on volunteers in the February 2011 Forum, "Volunteers: + or - ?" Rachel Hopkins examined best practices with volunteers in the April Forum. This is a summation of the series, a composite of best practices and pitfalls, and some concluding thoughts.

Volunteers are regular contributors to school library programs throughout Massachusetts, according to an online survey conducted in January 2011. Of the 56 respondents in the week-long survey, numbers of volunteers per week ranged from zero to 57. There are a variety of practices and experiences, from elementary to high school library programs. Volunteerism in school libraries is a two-edged sword, with definite benefits and drawbacks.

BENEFITS *of using volunteers can best be summed up with quotes from the survey respondents. Note that some members specifically asked that their names not be used.*

SUPPORT / ADVOCACY for my program Sandy Kelly said it best, "My volunteers are my strongest supporters. They get to see what really happens when they are in and they appreciate the program and access to resources." Rich Winnick recognized the advocacy role of volunteers, "They can become library advocates, especially after they gain an understanding of the amount of non-professional work that it takes to keep the library organized and functioning."

NEEDED MANPOWER is a reality of library programs. Char Sidell uses her volunteers for shelving and circulation, "With 600 students and an annual circulation of 36,000, I count on my volunteers!" Susan Farr prioritized her tasks, "Shelving takes me away from students and teachers and doesn't require a library degree to do. I am happy to get it done by a volunteer." Alice Sajdera cited the myriad of non-professional tasks that make volunteers a necessity, "They relieve the professional and paraprofessional staff of the clerical tasks that can take a lot of our time. It also frees staff to work with students."

BENEFITS to the INDIVIDUAL STUDENT Less "wait time" is a natural result of additional hands. When volunteers are students, Cindy Erle pointed out that students, "are more involved in the library and spread their enthusiasm with others…Each year I get more and more students who want to help…I hope I can keep up!"

DRAWBACKS *are numerous, pointing out that the foundation of a sound school library programs cannot rely on volunteers.*

SHOOTING YOURSELF in the FOOT may be the most obvious problem. Anonymous members pointed out that there can be "the appearance to the community that you can do it all alone. I'll never have an aide." "Administrators [who do not understand the value of a library program] see volunteers as a cheap alternative to employing a professional."

CONFIDENTIALITY and BOUNDARIES Parents with their "own agenda" may not respect the importance of not discussing students and staff outside of school. "Occasionally, a volunteer's motive for being in school is more to get dirt on teachers and students than to work in the library," revealed an anonymous member. "Some individuals use the time spent in the library as an opportunity to 'buttonhole' teachers for information about their children."

> For every **thanks** extended to a volunteer, include a statement to remind the parent, administrator and public that the donated time contributes to the **program**, allowing the school librarian to **teach and collaborate**.

QUALITY of the WORK of volunteers may be inconsistent or inadequate. "Tasks are not always done professionally. Errors are made. I don't always have the time for proper training." Another anonymous member philosophized, "Always there are some who are better than others at the tasks you give them. I have had books badly mis-shelved on more than one occasion."

LACK OF COMMITMENT / NOT RELIABLE was commonly recognized by MSLA members. Personal conflicts, health, and weather contribute to irregular attendance. "We cannot rely too heavily on their presence, lest we find ourselves suddenly burdened with duties we thought someone else would perform."

IT TAKES TIME to train and supervise volunteers, a fact that can elude administrators. "There is a lot of training and supervision involved to insure that various jobs are done correctly and consistently. Training volunteers is labor intensive and, unless a volunteer is prepared to give a long-term commitment, sometimes is not cost-effective," observed a member.

BEST PRACTICES for volunteer RECRUITMENT, MANAGEMENT, TRAINING, and APPRECIATION were reviewed by Rachel Hopkins in the April 11 Forum: http://maschoollibraries.org/content/view/902/546/ The chart on the facing page includes a wide range of healthy practices for volunteers as well as the pitfalls to avoid.

TAKE A PROFESSIONAL APPROACH to volunteers and your library program. Be clear on expectations. Develop a policy on volunteers that includes interviewing, training, screening, scheduling, reassigning/removal if needed. Discuss the policy with your administrator and publicize it when appealing for volunteers. Clearly define the role of the volunteers: to assume clerical /nonprofessional duties so that the school librarian can concentrate on teaching students, collaborating with teachers, and administering the professional aspects of the library program. Refer to the Job Description approved in April 2011 by the MSLA Board on page 17 that outlines the roles and responsibilities of a school librarian: http://maschoollibraries.org/content/view/786/413/

BE A PROGRAM, NOT A WAREHOUSE There is a false perception that volunteers can do the job of school librarians when jobs are cut. If cuts do come, enlist volunteers to publicize what's missing as a result of the cuts. Be clear on the difference between a "school library program" and a "school library warehouse," and cultivate an image that goes beyond "loving books." Carefully define the tasks that volunteers can do in support of the teaching.

In the same way that we celebrate volunteers' contributions, school librarians must constantly paint a clear picture of a *classroom* that includes standards and a curriculum, taught by a credentialed professional. For every thanks extended to a volunteer, include a statement to remind the parent, administrator and public that the donated time contributes to the program, allowing the school librarian to teach and collaborate.

Volunteers: Best Practices and Pitfalls

Contributed by MSLA Members in an online survey, January 2011

Best Practices	Pitfalls

TASKS for volunteers clearly defined; volunteers assume clerical and repetitive jobs to free the school librarian for professional work of teaching, collaboration and library administration
• Tasks that do not require a degree in Library Science:
   o   Shelving
   o   Circulation desk: checking books in/out
   o   Book and magazine processing: stamping, covering, filing
   o   Bulletin boards and displays
   o   Book Fairs
• Maintain a list of tasks that can be done by volunteers so that jobs don't have to be "manufactured" on the spot
• Match the task to the volunteer's talent/strength
	Over-use/misuse of volunteers to make up for inadequate staffing:
	• Volunteers performing teaching duties: reading stories, designing and delivering lessons, teaching computer skills
	• Volunteers performing tasks of school librarianship: collection development, weeding, cataloging, information literacy, computer literacy, media literacy
	• Volunteers taking charge of individuals or groups of students
	• Circumventing the School Librarian for student book selection: interviewing students on reading level and interests. The volunteers can perform the circulation tasks.

TRAINING of Volunteers must be thorough • Maintain a manual for volunteers for reference • Check the work of volunteers; re-train if necessary to minimize having to re-do volunteers' work • Match the task to the volunteers' talent/strength • Recruit volunteers via newsletters, parent meetings, senior center • Have a "veteran" volunteer manage the volunteer schedule • Report to administrators time invested in training volunteers	**Training volunteers is labor intensive and may not be cost effective if volunteers do not make a long-term commitment** • Volunteers may not come in during personal busy times (i.e. holidays) when personal conflicts arise • Incidence of high absenteeism due to bad weather, health • Volunteers may not perform up to expectation/standards
RULES AND EXPECTATIONS of your school and library for volunteers must be clearly explained and enforced. **Have a Policy**. • Post your volunteer policy/guidelines online. See the Brookline Driscoll Elementary School Library Volunteer Guidelines: http://driscoll.brookline.k12.ma.us/?q=content/parent-volunteers • Library Staff must maintain professional decorum • Never gossip about teachers, administrators, students • Do not respond to inappropriate questions • Protect access to student information with password levels • Volunteers should sign a confidentiality statement • The school library is often the most "exposed" compared to other programs/classrooms; be positive • Get to know the volunteers, but maintain a comfortable balance on socializing; build an atmosphere of trust and confidence	**Volunteers may have their "own agenda" including negativity on school personnel or students; may not observe rules** • Need to be reminded of confidentiality, goals of the school library program • Access to students' circulation records, general information is strictly confidential • Volunteers who flaunt the ground rules must be judiciously brought into line: Bringing younger siblings, using cell phones, violating confidentiality, socializing to an excess, using inappropriate language

~ ~ VOLUNTEERS ~ ~

ADVOCACY Volunteers are excellent advocates for School Library Programs
- Understanding of what a school librarian does; volunteer does the tasks to free up the professional for teaching
- Advocacy when budget cuts are proposed
- Excellent communication with the Parent Teacher group (PTO/PTA) for financial support and program advocacy

THANK your volunteers Some suggestions:
- Each time they work in your library, give them a verbal "thank you"
- Tokens of appreciation at the end of the year: Small presents such as a plant or bookmark
- Personal notes
- Recognize volunteers during Volunteers' Week
- Specific mention to administrators of volunteers' names
- Thank in the Library or School Newsletter
- Public appreciation at PTO meetings
- Donation to a local charity in the volunteers' names
- Students volunteers: letters of recommendation, special privileges, special projects

AASL — AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

School Libraries Count
2010 Report for [YOUR SCHOOL]

Note: This is an example of the report received by participants in the survey. The data below demonstrates the comparison of a high school of enrollment between 1000 and 1999 students with schools of similar enrollment statewide and nationwide. You do NOT need to be a member of AASL to participate.

School Libraries Count!: http://www.ala.org/ala/mgrps/divs/aasl/researchandstatistics/slcsurvey/slcsurvey.cfm

School Name: School Type: Enrollment Range: State:	Your School *High School* *1,000-1,999* *MA*	Schools in your state *High School* *1,000-1,999* *MA*	Schools in the country *High School* *1,000-1,999* *All States*
Library hours and staffing			
# hours library open	41	36.61	37.26
# teacher-librarian hours	35	33.23	42.35
Staff Activities			
Hours/ week meeting with teachers to plan instructional units	5	1.65	3.16
Hours/ week delivering instruction	15	9.35	11.42
Hours/ week overseeing budget	4	3.55	4.7
Collection Size			
# books	22,865	15,463	16,010
# periodical subscriptions	12	30	45
# video materials	1,027	602	719
# audio materials	463	176	111
Technology			
# computers in library	78	50	50
# computers in the school that can connect to the library	689	398	405
Visits			
Average # individual visits per week	1,175	846	657
Average # group visits per week	31.45	32	36
Budget			
Amount spent on information resources	$22,720.10	$13,477.55	$19,305.24

DATA: An Advocacy Tool

How does your library program compare with others in the state? The nation? Since 2007, AASL has conducted this survey, open to all school libraries. The goal is to collect data, critical for advocacy.

The survey opens in January and closes in March. Completion takes 30 to 45 minutes, including gathering your program statistics.

Each year the survey includes a short series of topical questions. The 2011 topic was Digital Citizenship.

The results are compiled for the nation, state and individual schools and made available in the Fall. Check the AASL website, where the 2011 results will be posted: search for "School Libraries Count!"

This report (at left) shows the categories of questions and statistics.

USE this information in advocating for your program. Communicate with your administration, parents and town. Compare your program using data.

If you did not participate in the survey, you can still download the results from previous years. Get valuable DATA on staffing, budget, collection, computers and usage. Watch for the 2012 survey and remember that you do **NOT need to be a member of AASL to participate.**

AASL Essential Links: Resources for School Library Program Development

hosted by MediaWiki

This wiki of resources is an ideal starting point for school librarians, principals, parents, charter school organizers, library para-professionals, government officials, and college instructors. Entries are arranged alphabetically by topics (*see sidebar on this page*). Guests may search and view the material; to contribute and edit, users must first create an account. Membership in AASL is NOT REQUIRED.

Anyone may contribute to this Wiki
The goal is to create a working bibliography that is constantly updated by school library professionals. In order to edit or contribute, you will need to establish an account but it is a simple process.

Topic List *(at right)* offers links to valuable information for all school librarians. Because of the resources change constantly, school librarians should visit often and share tips on new sites.

15TH NATIONAL CONFERENCE AND EXHIBITION
TURNING THE PAGE
OCTOBER 27-30
MINNEAPOLIS, MN

American Association of School Librarians

AASL's National Conference & Exhibition is the premier biennial four-day event for school librarians, administrators of library services, educators of school library students and school library supporters. The programming and events at the conference are geared to help school librarians at every stage in their career gain the knowledge and resources necessary to elevate the school library program. The conference, themed "Turning the Page," will be held October 27-30, 2011 in Minneapolis, MN.

INFORMATION on registration, the program, special events, hotels and transportation: **http://www.aasl11.org**

AASL Conference Ning Builds Community http://aasl11.ning.com
Attendees of AASL's 15th National Conference and Exhibition will have a chance to build community and network before touching down in Minneapolis, thanks to the AASL 2011 Conference Ning. The Ning is a virtual learning commons where registered members can engage in forum discussions, create and comment on blog posts, upload conference media, follow #aasl11 tweets, join groups and stay up-to-date on conference events and programs. Membership in the Ning is open to those attending national conference physically and virtually.

AASL Book Discussion Turns the Page in Anticipation of National Conference
As part of the countdown to the 15th National Conference and Exhibition Oct. 27-30 in Minneapolis, AASL is hosting a 10-week book discussion group on the One Book, One Conference read, *The Shallows: What the Internet is Doing to Our Brains* by Nicholas Carr. Led by AASL President-Elect Carl Harvey, the discussion, which began on August 10, covers one chapter each week and takes place on the AASL conference Ning: http://aasl11.ning.com/ The culminating event will be an opportunity for attendees to share their thoughts with Nicholas Carr as he joins "One Book, One Conference" onsite in Minneapolis on Friday, October 28, 2011.

MSLA @ the AASL CONFERENCE
   MSLA Bookmark Contest will be featured at the AASL Conference Exploratorium
      MSLA Executive Director, Kathy Lowe, submitted a proposal to exhibit our annual Bookmark Contest as an exemplar of advocacy, publicity and collaboration. The Exploratorium is a display of Best Practices.
   ROCHELLE GARFINKEL will present "Summer Reading Redux," about the redesign of Frontier Regional's summer reading program. It is now a 21st century program that involves faculty and students in a whole new way.

AASL Essential Links: Partial Topic List
http://www.aasl.ala.org/essentiallinks/

Achievement (see Student Achievement)
Acquisitions
    (see Collection Development - General)
Advocacy (see also Public Relations)
Assessment (see Planning and Assessment)
Awards (see also individual topics)
Best Websites
Budget
Career Development
    (see School Librarianship as a Career)
Cataloging and Classification
Censorship (see also Intellectual Freedom)
Collaboration
Collection Development - Elementary
Collection Development - General
Collection Development - Middle/Jr. High
Collection Development - Reference
Collection Development - Sr. High
Copyright
Curriculum and Instruction
E-books / E-readers
Ethical Issues
Evaluation (see Performance Evaluation)
Facilities
Facts and Figures
Fair Use (see Copyright)
Flexible Scheduling
Filtering (see also Intellectual Freedom)
Funding Opportunities (see Library Funding)
Grants (see Library Funding)
Intellectual Freedom
Information Literacy
Library Funding
Library Programming
Literacy
Marketing (see Advocacy)
Performance Evaluation of School Librarians
Planning and Assessment
Privacy (see Ethical Issues)
Professional Periodicals
Program Evaluation (see Standards and Guidelines)
Programming (See Library Programming)
Public Relations (see also Advocacy)
Reading (see Literacy)
Review Sources
School Librarianship as a Career
School Library Education
School Library Month (see Advocacy)
School Reform
Selection Policy (see Collection Development)
Social Networking Guide
Standardized Testing (see Student Achievement)
Standards and Guidelines
Starting a School Library Program from Scratch
Statistics (see Facts and Figures)
Student Achievement
Technology
Urban Schools
Volunteers
Weeding (see Collection Development)

100 Things Kids Will Miss If They Don't Have a School Librarian

Released by Dr. Nancy Everhart, President of the American Association of School Librarians, May 19, 2011

- Someone to talk to and someone who listens – the school librarian.
- A place to get help when they need it.
- A place to assemble with their friends openly.
- Confidentiality.
- Teacher/librarian collaboration, enhancing learning experiences.
- How to evaluate information.
- How to create information.
- How to share information with others.
- How to self-assess their work.
- Project-based learning and the critical thinking skills it teaches.
- A place where the school culture is fostered and thrives.
- A recommendation for a book that is suited to their interest.
- A recommendation on what to read next.
- Having stories read to them.
- Respect for intellectual property.
- A place to practice safe and ethical behaviors.
- A librarian who doesn't judge a student because he/she takes out a book they enjoy reading.
- A place to solve problems.
- A place to use their imagination.
- Book clubs.
- Special programs and speakers.
- Author visits.
- Video chats with authors and experts.
- Reading contests and prizes.
- Instruction in how to use statewide databases.
- Resources that align with the curriculum.
- Acquiring 21st century skills.
- Learning confidence.
- Encouragement.
- Book fairs.
- A quiet place to learn.
- One-on-one instruction.
- A safe forum to explore new ideas.
- The opportunity to borrow digital cameras, recorders, laptops.
- The ability to experiment with and master new technology.
- Materials matched to their learning style.
- Accepting learning as a life skill, not just an academic necessity.
- The potential for higher standardized test scores.
- Citing sources correctly.
- Using information ethically.
- Creating READ posters.
- Creating book trailers.
- Preparation for college.
- Summer reading lists and programs.
- Borrowing materials on interlibrary loan from public and college libraries.
- Having resources available for school projects at the public library because the school librarian collaborated with them.
- Cloud computing.
- Learning to be a good digital citizen.
- Poetry slams.
- Battle of the books.
- Digital literacy.
- Time to use computers for projects during homeroom, lunch, the school day, and after school.
- Quality control.
- A place to visit that is open, friendly, attractive, and a safe haven.
- Additional resources for their classrooms.
- In-depth exploration of a topic.
- A knowledgeable, interested adult with whom to discuss books.
- A library website with access 24–7 to an online catalog, selected electronic resources, databases, and curriculum-related websites.
- Synthesizing information from diverse perspectives.
- Writing a thesis statement or a critical question.
- Reflecting on the information-seeking process.
- Developing teamwork.
- Responding to literature.
- Using social media websites and tools (i.e., blogs, wikis, Facebook, Twitter, etc.) safely and responsibly.
- Assistance and guidance in completing homework assignments
- Recommending books to their friends.
- Help with history fair, science fair projects.
- A place to "shop" for free.
- A place to practice decision-making skills.
- Where all students (crossing grade levels and ability levels) mingle with one another.
- Opportunities for meaningful student leadership
- A program that always differentiates to teach, support, and enrich.
- A conduit for information, increasing efficiency in the building.
- Teachers exposed to instructional support and collaboration.
- Access to subscription databases, with time-saving instruction on which databases are appropriate for specific projects;
- Technology expertise and instruction on software and web applications for writing, collaboration and presentation.
- A connection between the outside world and the classroom.
- The ability to construct and defend arguments.
- E-readers.
- Resources that will broaden their global perspective
- A smile of genuine pleasure for coming through the door.
- Going beyond academic requirements.
- Organizing personal knowledge.
- Responding to literature.
- Adapting to new situations.
- Developing personal productivity.
- Celebrating reading.
- Celebrating learning.
- A place to display their work both physically and virtually.
- A place where the digital divide doesn't exist.
- A place to use their imaginations.
- Learning the implications of a digital footprint.
- Making recommendations for books that are followed.
- Teachers who extend learning experiences beyond the classroom.
- How to search efficiently and effectively.
- Respect for copyright and intellectual property.
- Helping other students.
- A place to study without grades.

JOB DESCRIPTION: SCHOOL LIBRARIAN

QUALIFICATIONS:
A highly qualified candidate will be state certified as a school librarian, have completed a teacher preparation program/ educational degree, and hold a master's degree from a program accredited by the American Library Association or from a master's level program in library and information studies.

REPORTS TO: School library supervisor/department head [in a large building] and building principal

SUPERVISES: Paraprofessional(s) who comprise the school library staff, and, if applicable, volunteers, student assistants

JOB GOALS: To ensure that students and staff are effective users of ideas and information
To empower students to be critical thinkers, enthusiastic readers, skillful researchers, ethical users of information
To instill a love of learning in all students and ensure equitable access to information
To collaborate with classroom teachers to design and implement units of instruction, assess student learning
To align the School Library Program (SLP) with the mission, goals, and objectives of the school / school district

TERMS OF EMPLOYMENT: Teacher work year plus extended-year days

EVALUATION: Performance of this job will be evaluated in accordance with district policies.

ROLES AND RESPONSIBILITIES

TEACHER:
- collaborates with classroom teachers as a partner in the instructional process
- collaborates to design, teach, and assess learning experiences that incorporate inquiry learning, information literacies in their formats, critical thinking and self-assessment
- provides and plans professional development
- promotes a love of reading and lifelong learning
- promotes instructional technology to improve learning
- teaches students to build on prior knowledge to construct new knowledge

LEADER:
- serves on decision making teams, school improvement and accreditation activities; presenting at meetings
- benchmarks the SLP to school, state, and national standards
- stays current in professional practices, educational research; maintains active professional memberships
- advocates for SLP through an effective public relations program
- collects and analyzes data to improve instruction; demonstrates correlations between the SLP and student achievement
- administers the SLP budget to support program goals
- participates in the recruiting, hiring, training and supervising of library staff and volunteers; evaluates support staff

SCHOOL LIBRARIAN:
- fosters a creative, flexible environment so that the school library is an essential part of the learning community
- develops and maintains resources appropriate to the curriculum, the learners, and instructional strategies of the school community
- cooperates and networks with other libraries/agencies
- establishes procedures for selection, acquisition, circulation, resource sharing of resources in all formats
- evaluates, promotes and uses existing and emerging technologies to support teaching and learning
- promotes the ethical use of information: copyright, fair use, and licensing of intellectual property

Adapted from the AASL L4L Job Description. Approved by the MSLA Executive Board 4/2011

The AASL Standards for 21st-Century Learner are crosswalked with the **Common Core Standards**:
http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/commoncorecrosswalk/index.cfm

GRADE	LESSON AND OVERVIEW: This is a sampling of the exemplary lessons found in the AASL Lesson Database http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/lessonplandatabase/lessonplandb.cfm
K	**Zoo Animal Experts** Essential Question(s): Where can I learn more about zoo animals? How can I get information beyond just informational texts? The essential element of this project was: 1.) students would learn about an animal they will find at the zoo and 2.) students would learn how to get information from photographs and beginning non-fiction text.
1	**Insect Investigation** First-grade students undertake a mini-investigation in which they identify a strange-looking insect, collect information on the insect, and communicate their findings to the rest of their class and the entire school. The young investigators fashion their presentation around the essential questions: What should people know about this insect? Why would it be important for people to know these facts about it?
2	**Chameleons Are Cool!** As a class, students will participate in developing and using an inquiry model for gathering information and taking notes. The model includes accessing prior knowledge, developing questions, information gathering, and identifying any misconceptions about the topic of study. The essential questions for this unit include: How do chameleons' physical traits help them survive? How are chameleons alike or different from other lizards?
3	**Burr Airlines Flight to Asia: Building Inquiry Skills** This lesson is designed to call upon student prior knowledge and build student knowledge of and interest in India, China and Japan in order to stimulate student wonder and inquiry. Students formulate research questions that are subordinate questions of the three essential questions dictated by the district social studies curriculum: How do Asian people interact with the land?; How do they interact with one another?; and How are they affected by their beliefs?
5	**Simple Machines** Students will use five pre-selected websites to define types of simple machines and gather examples. They will evaluate the websites as part of this lesson to determine which provided the best information, was easiest to navigate, and most understandable. Following this lesson, students will create a scavenger hunt and video to teach other students about simple machines.
6	**Web Evaluation** As part of the English Language Arts curriculum, students research a person who has made a significant contribution to society. A variety of sources are required including a web site, which should be evaluated. Essential questions for this lesson are: What significant contribution has this person made to society and how has it affected me? What similarities and differences do I have with this person?
8	**Five Types of Literary Conflict** Students will identify the five different types of conflict shown in literature through an examination of books. Books will be grouped according to their specific type of conflict, but unlabeled so students will have to use their previous knowledge and previewing skills to identify the type of each group. Essential Question: What are the five basic internal/external conflicts that are found within literature?
9	**Introduction to Research** Essential Question: What sources will help me complete my research paper? What are my strengths and weaknesses when doing research? Students will see many sources are available to them in different formats. They will explore these during the unit. How do you find books using the Dewey Decimal System? The main source for this lesson is non-fiction books.
10	**How to locate and evaluate information:** **Part I - Online Catalog** Students will be able to select and cite credible information for their English II research paper. Students self-select their topic of past, present, and future, e.g. television, cell phones, immigration, capital punishment. **Part II - Databases** Students will be able to select and cite credible information for their English II research paper. Students self-select their topic of past, present, and future, e.g. television, cell phones, immigration, capital punishment. **Part III - Internet Sites** Students will be able to select and cite credible information for their English II research paper. Students self-select their topic of past, present, and future, e.g. television, cell phones, immigration, capital punishment.
11	**Thematic Analysis Research Paper - English 11:** **Part 1- Thesis Statement** Students complete exploratory reading about their author using general reference books. The essential questions are: Which themes common in your author's life and works do you find applicable to your work? How can you apply your new knowledge to create a thesis statement for your research paper? **Part 2: Advanced Database Searching and Source Cards** In a unit to write a thematic research paper for English, students will analyze their thesis and come up with a list of keywords and terms to use in advanced searches on the library's online databases. The essential question for this lesson is: How can I use my knowledge of subscription databases and various search strategies to locate critical articles on my thesis topic? **Part 3 - Note Taking** In a unit to write a thematic research paper for English, students return to the library for two final 90 minute class periods to access the sources discovered during the location and access days and begin to take notes for their research paper. The essential question is: How well is my theme supported in critical literature?
11, 12	**Creating 21st Century Superheroes** As a conclusion to a unit on the comic book as literature, students will work in small groups to research a current global issue and create a superhero who has the 21st century skills to solve it. Essential Questions: What are the characteristics of a superhero? Which global issue impacts my community?
11, 12	**Plagiarism: Avoiding Accidental Internet Plagiarism** In this lesson in the research paper unit, students will learn why cutting information from the Internet and pasting it into a research paper is plagiarism. They will learn how to properly paraphrase and cite their sources to avoid the consequences of theft of intellectual property. The essential questions for this lesson include: Why can't I cut and paste information from the Internet? How can I report my research without risking a charge of plagiarism?

Help Has Arrived: Teaching with the AASL Standards

by Kathy Lowe
MSLA Executive Director and Lead Moderator, L4L Lesson Plan Database

How are you doing integrating the AASL Learning Standards into your teaching?

The Standards in Action task force, which I chaired in 2008-09, came to the conclusion early in the process of putting the book together that an online searchable database would be the best vehicle for presenting exemplary lessons that school librarians could refer to for guidance in integrating the Standards. We recommended this to AASL and I am happy to report that AASL came through with the unveiling in April of the L4L Lesson Plan Database. One of the most exciting aspects of the database is that it includes a "cross-walk" with the English Language Arts Common Core Standards for each lesson.

To prepare for the creation of the database, AASL asked me to assemble a working group to develop a rubric that would be used to vet submitted lessons to be sure they would be of the highest quality and incorporate the Standards as AASL intended them to be taught. MSLA president Valerie Diggs joined me in that group along with some of the members from the task force that worked on Standards in Action. That rubric and the checklist of items to be included in every lesson are useful tools for anyone who is trying to plan standards-based lessons.

Before going public with the database, AASL wanted to have it pre-populated with several exemplary lessons, so each Affiliate's L4L coordinators were asked to recommend three members to submit lessons. Our Massachusetts contributors are Judi Paradis from the Plympton Elementary School in Waltham, Christine Steinhauser from the Coolidge Middle School in Reading, and Valerie Diggs from Chelmsford High School.

The article on the bottom of this page, reprinted with permission from *American Libraries*, has more information about the database. I encourage you to visit it often as it grows with contributions from school library practitioners across the country and I invite you to submit your own exemplary lessons to the collection.

New online tool links AASL Learning Standards with Common Core

Originally published on 4/19/11 by ALA

By Jennifer Habley

CHICAGO – The American Association of School Librarians (AASL) announces the launch of the "Standards for the 21st-Century Learner Lesson Plan Database ," a public, online database providing school librarians a fast and user-friendly way to create and share quality lesson plans with their peers.

Building on the template provided in "Standards for the 21st-Century Learner in Action," the Lesson Plan Database is an interactive resource and tool to support school librarians and other educators in teaching the essential learning skills defined in the AASL learning standards.

Registered users may submit lesson plans to the database, as well as search the database by learning standards and indicators, content topic, grade-level, resources used, type of lesson or schedule, keyword and much more. Registered users can also bookmark lesson plans in a portfolio for future use, rate and comment on lesson plans in the community, print plans to PDF, and share lesson plans across social networking platforms. In addition, the database automatically aligns the skills, dispositions in action, responsibilities, and self-assessment strategies represented in the lesson plan to their corresponding English Language Arts Common Core Standard as set forth by the AASL crosswalk. When available, the database will be updated to include the same capability with the Common Core Math Standards.

Submissions to the Lesson Plan Database are vetted by AASL reviewers to ensure lesson plans published are of the highest quality. The lesson plan rubric (PDF) and checklist (PDF) used by moderators are available to site users prior to submitting a lesson plan. With this system, AASL hopes that the database serves not only as a useful tool full of exciting best practices, but as professional development to those new to developing lesson plans. For more information, or to create an account and begin using the database, visit http://aasl.jesandco.org/.

The "Standards for the 21st-Century Learner Lesson Plan Database" is freely available to all users and is a part of AASL's national campaign, Leaning4Life. The Learning4Life (L4L), www.ala.org/aasl/learning4life, national implementation plan supports states, school systems and individual schools preparing to implement the *Standards for the 21st-Century Learner* and *Empowering Learners: Guidelines for School Library Programs*.
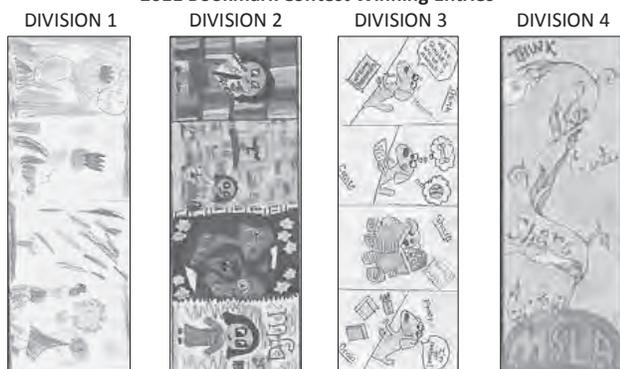
2012 Bookmark Contest

By Linda Coviello, Bookmark Committee Chairperson

We hope that you plan to participate in the 2012 Annual Bookmark Contest. It is a great opportunity to showcase your program. Look for some exciting changes as we plan for the eleventh year of this popular event. The contest will be combined with the MSLA Annual Conference in March 2012. The concept and implementation of the contest will remain the same, but the judging will take place at the conference in Hyannis. The judges will be our fabulous authors and illustrators present at the "Author's Meet & Greet." The judging itself will be visible to all attendees, so everyone will be able to see firsthand the difficult process of choosing the winners.

2011 Bookmark Contest Winning Entries

DIVISION 1	DIVISION 2	DIVISION 3	DIVISION 4

2012 Bookmark Contest Timeline

October 15th: Start of the 2012 Bookmark Contest with the announcement of the theme, posting of the template and the rules/FAQs

February 15th: Entries are due

March 5th: Judging at the MSLA Annual Conference and announcement of winners

[Date TBA]: MSLA/MLA Legislation Day; Awards Ceremony and display of winning bookmarks at the State House

THANK YOU, JUDGES! *L-R Back Row:* Ralph Masiello, Author-Illustrator; David Yoo, Author; Stephen Krensky, Author-Illustrator; Katia Wish, Illustrator; Alissa Libby, Author; Vicky Enright, Illustrator. *L-R Front Row:* Susan Ballard, AASL president-elect; Mitali Perkins, Author; Jacqueline Davies, Author; Anne Broyles, Author; Susan Goodman, Author.

Best 25 Websites Committee Experience

by Linda Friel

I have just completed four years on AASL's Best Websites for Teaching and Learning Committee and believe that it has been one of the most exciting professional development experiences of my career. Before I speak to that, however, I would like to provide a brief overview of the committee and the process that ended in June with the awards ceremony at the ALA Annual Conference in New Orleans.

When I first came to this task force (later it became a committee), the charge from AASL was unfocused and more than a bit confusing. The task force worked diligently to refine that charge and eventually concluded that its purpose was to select "the best of the best" websites that enhance learning and curriculum development for school librarians, their subject teacher collaborators, and, most importantly, their students. The center of attention is always student learning and achievement and what websites can do to help librarians and teachers facilitate that.

As committee chair Pam Berger explains, "These websites are creative, innovative and fun—and the most important—they support the integration of 21st century skills into the curriculum.

Together with the two previous years' winners, educators have an effective, high quality toolbox of Web 2.0 tools to support inquiry learning and the AASL Standards for the 21st Century Learner http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm

The selected websites are free, user-friendly, and encourage a community of learners to explore and discover; the sites also foster active participation and collaboration. This year the selected websites are organized under media sharing, digital storytelling, managing and organizing, content collaboration, curriculum sharing, and content resources—lesson plans and more. Each website is linked to one or more of the four standards found in *Standards for the 21st-Century Learner* and also includes appropriate strands such as skills, dispositions in action, responsibilities, and self-assessment strategies.

The Best Websites are updated annually and

Committee members spent the year searching for and experimenting with possible award-winning websites.

nominations from AASL members are encouraged using an online form to nominate a favorite website. Committee members spent the year searching for and experimenting with possible award-winning websites; this past year there were over 100 possible winners. Many websites never made the cut because they charged a fee, were not particularly user-friendly, or were sometimes unreliable or unstable. The committee did not feel comfortable recommending a website that had dialogue boxes stating that the website was working on problems and to try accessing later. The discussion concerning the winners was long and detailed and definitely not easy.

2011 Top 25 Websites for Teaching and Learning

http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/bestlist/bestwebsitestop25.cfm

Standards for the 21st Century Learner		Selected Websites

Media Sharing	3.1.4 3.3.4	**TAGXEDO** http://www.tagxedo.com/
		    Word clouds…Choose a picture or shape, then add your words and voila, a visually enticing display.
		KERPOOF http://www.kerpoof.com/
		    Make a picture, a movie, a drawing or card by selecting a background and dropping in your selected addition.
		AVIARY http://www.aviary.com/
		    Create logos, web templates, screen captures, edit your photos and more at Aviary. This site is full of online creation tools.
		NOTA http://notaland.com/
		    Allows multiple users to write and integrate text, paste photos and maps, add video and audio; brainstorms, presentations, scrapbooks.

Digital Storytelling	4.1.7 4.1.8 4.3.1	**PICLITS** http://www.piclits.com
		    Choose a picture from the gallery, and add text.
		ZOOBURST http://www.zooburst.com
		    Create pop-up stories; voice to characters, upload artwork or items from a built-in database of over 10,000 free images and materials.
		MYTHA AND LEGENDS http://myths.e2bn.org/index.php
		    Read digital myths, folktales and legends about the British Isles.

Manage and Organize	2.1.2 2.1.4 3.1.4	**SPICY NODES** http://www.spicynodes.org/
		    Spicy Nodes is a concept map presentation tool that allows the users to link and embed pictures, websites.
		CONDUIT http://www.conduit.com
		    Enhance your online presence with a toolbar and/or apps.
		SYMBALOO http://www.symbaloo.com/
		    Customize your own online start page with Symbaloo. Organize and access your bookmarks easily and quickly.
		iCYTE http://www.icyte.com/
		    Research management tool that lets you save and annotate entire websites; lets you annotate parts of websites for your citations.

Social Networking	3.1.2 4.1.7 4.3.1	**3GVISION i-NIGMA** http://www.i-nigma.com/CreateBarcodes.html
		    Create Quick Response barcodes that will link users to website links, encoded messages, contact information, or text messages.
		MICROSOFT TAG http://tag.microsoft.com/consumer/index.aspx
		    Similar to QR barcodes, Microsoft created their own tag. Download the reader for mobile devices from this site as well.
		YOU ARE WHAT YOU READ http://youarewhatyouread.scholastic.com/
		    Brings readers together connecting Bookprints from around the world. Share your books, connect with other readers, build relationships.
		EDMODO http://www.edmodo.com/
		    Easy place online to connect and collaborate; share ideas, content, access homework, grades and school notices.

Content Collaboration	1.3.4 3.1.2	**DIPITY** http://www.dipity.com/
		    Create free interactive timelines. Users can create their timelines and link video, images, audio, social media.
		EDISTORM http://www.edistorm.com/
		    Edistorm takes away the idea of sticky notes on a wall and makes it virtual.
		iEARN http://www.iearn.org/
		    Students and teachers from over 130 countries can transcend linguistic, national, political, religious, and social borders to collaborate on meaningful educational projects in hopes of making a difference in the health and welfare of people and our planet.

Curriculum Sharing	2.4.4 3.1.4 4.3.1	**YOLINK EDUCATION** http://www.yolinkeducation.com/education/
		    Efficiently mine websites for information; cite resources seamlessly with Easybib; take notes and share with Google Docs.
		KHAN ACADEMY http://www.khanacademy.org/
		    Math library provides thousands of videos with alternative, engaging instruction in math, finance, and history.
		GEOCUBE http://www.geo-cube.eu/
		    Based on the principle of the Rubiks Cube with six faces and 54 topics. Move the Geocube around with your mouse and explore.

Content Resources: Lessons Plans +	2.1.4 2.4.4 3.1.2	**LINGT LANGUAGE** http://lingtlanguage.com/
		    Allows students to practice their foreign language skills online by allowing teachers to build assignments online that use voice, video, images, and text with the Lingt online editor. Students can then interact with the assignments and respond.
		DIGITAL VAULTS http://www.digitalvaults.org/
		    Photos, documents, and popular media from the National Archives provide resources and interactive opportunities for users to access materials on endless U.S. historical topics and themes.
		CK-12 FLEXBOOKS http://www.ck12.org/flexbook/
		    Reduce the cost of textbooks for the K-12 market in the U.S. and worldwide. Using an open-content, web-based collaborative model CK-12 plans to lead the way in the distribution of high quality educational content through online textbooks.
		EXPLORATORIUM http://www.exploratorium.edu/
		    Dive into a unique exploration of science, art, and human perception in the Exploratorium. Watch, view, experience, learn and play using hundreds of web pages and activities.

Teaching Information Literacy Skills on a Fixed/Flex Schedule

By Christine Steinhauser, School Librarian at Coolidge Middle School in Reading

We all know that the best way to teach 21st Century and Information Literacy Skills is through collaboration with classroom teachers. Teaching skills "out of context" is ineffective. How do we collaborate in the classroom when working a fixed or fixed/flex schedule? I know that I am not the only one asking this question and looking for answers.

At the end of each year I am required to reflect on my yearly goals. I realized that for the first time I was able to reach most of the teaching goals I had set, even though I have a fixed/flex schedule. What started out being a challenging year was quite successful. I discovered that with a few changes and a well thought out plan, it is possible to teach the skills and collaborate with teachers in a fixed/ flex schedule. Here is my plan for teaching in a fixed, 6th grade library skills class.

The school schedule plays an important role in how the librarian interacts with the rest of the school. I work at a 6-8 grade school that works on a middle school model, with the core teachers organized in teams with common planning time. The model works really well, and teachers are able to collaborate on lessons and student issues. The challenge is with the coverage of classes during this common time when the classes are covered by the specialists, including the school librarian. I teach five classes every other day: two 6th grade library skills classes and three 8th grade classes. The schedule is a six-day rotation. My fixed classes are on the even days, with the odd days flexibly scheduled for collaboration and library work.

A well-designed curriculum is critical. I see each class once during a six day rotation for a total of about 40 lessons per year. The topics in my curriculum include:

- Library rules, locating books, library catalog, book check-out
- Location and use of reference materials
- Accessing and use of online databases
- Website evaluation
- Internet searching- use of key words
- Internet safety – Safe online profile
- Use of a citation generator such as Noodle Tools
- Plagiarism and copyright
- Literature appreciation
- Note-taking and organization

The year started out working collaboratively with the Technology Integration Specialist on the lessons of accessing the computers and the school's web portal. In previous years, this was done by classroom teachers but this year all students received the same information in this opening lesson. They set up email accounts and learned how to use the web portal to access grades, class schedules and homework. They viewed the library web page, and learned how to access the catalog and databases.

The next change came when administration added a class on social skills to the schedule. The library skills classes were split into two groups. The groups would rotate between Library Skills and Social Skills class, every other week. I was disappointed with the change but moved forward. Because there would be two weeks between each library class, I needed to make some changes to my curriculum and my presentation. I needed to become extremely organized, able to move from one lesson to the next in an instant. I also needed a way for the students to stay connected. I decided to use a wiki to help with all of these issues.
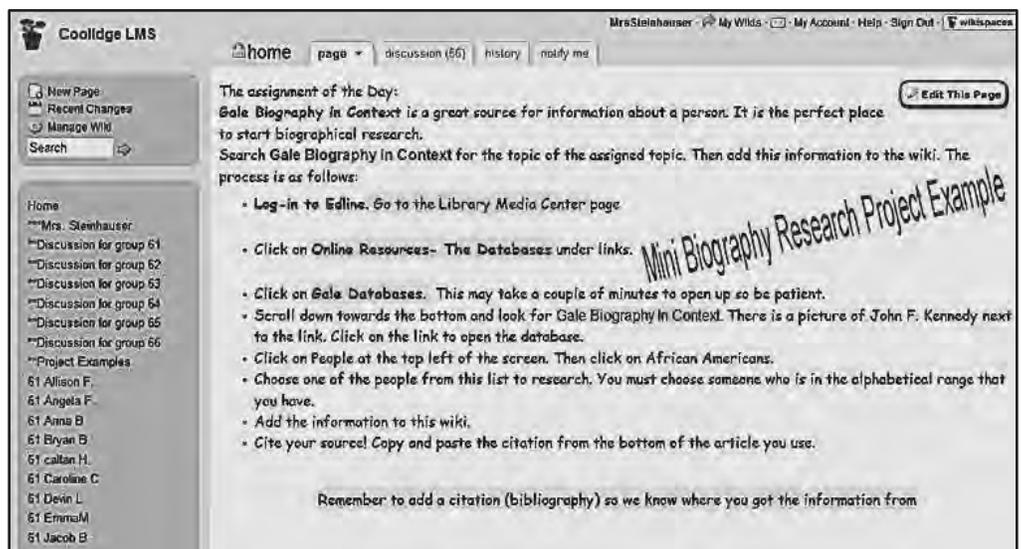
The social skills group was cancelled in January and we reverted back to the previous schedule. I continued to use the redesigned wiki-based lessons. I didn't know it at the time, but the changes I made to accommodate this schedule change enabled me to work more effectively in a fixed/flex schedule.

I put my entire curriculum for the Library Skills class on a wiki. Our district uses Wikispaces as its preferred wiki format. Each family signs an Acceptable Use Policy at the beginning of the year. The AUP covers the use of online applications including wikis. The students signed up for Wikispaces accounts and learned the basic rules of using a wiki in one lesson. The added benefit that I did not originally think of was that students could use their Wikispaces accounts for other classes; teachers who used Wikispaces were able to very easily have students join their wikis and get right to work. Besides students' personal "workspace" page, they also had class and project pages.

Every Library Skills lesson incorporated the wiki and using it became routine for the students. After logging onto the computer, they routinely logged into the wiki and read the assignment of the day. I could quickly update where each class left off. If a class missed a lesson, students could pick up where they left off by looking at the wiki. Flexibility became a part of my teaching.

Continued next page

Different lessons incorporated special sections of the wiki: individual student pages, class page comment area, and project comment areas. I found that each one had a different use and a technology lesson built in with the library lesson, also an added benefit I had not considered.

An example of the use of the students' individual pages was the lesson using the Gale databases. I posted the "Database of the Day" on the main page of the wiki along with instructions, any links needed and what the goals of the lesson were. Students looked up facts and took bulleted notes (usually 3-4 facts), created their citations, wrote a sentence or two about the topic and posted it to their wiki page. I found this could be done in a 50 minute period once the students were comfortable in accessing the databases and the wiki. When a lesson took more than one class period, it was easy for students to continue working on a wiki-based project because all of the instructions, links, and notes were in one place.

When the earthquake and tsunami hit Japan, I used the interactive map from the *New York Times* to create a lesson. I had the students read two articles about the quake on the *New York Times* website and in *Times for Kids* and then write a 3, 2, 1 reflection. (3 things you learned, 2 things you would like to know more about and why, 1 personal thought) in the comment area of the wiki, using both sources. Finally, students read other students' reflections and commented on them. This became the motivation; they wanted to read and comment on their friends' posts, so they were focused and worked well. The quality of the students' work increased.

During the year I introduced the students to five different databases, including searching and citation. We evaluated web sites and discussed the benefits of databases and web sites. Students discussed plagiarism and copyright in a comment area. Students learned how to have a respectful, relevant online presence. The goal was to teach the students to think critically and to question information sources.

At the end of the year I did an assessment with a review project to see how the students would apply the skills we had learned. I gave the students questions to answer using the databases, the web and some reference books. Each answer required a citation. The students were able to work through the questions using the sources we covered, and to create the appropriate citation. The assessed skills also included accessing and joining an online application (wiki), posting an appropriate comment in a forum, uploading and attaching documents and images, and retrieving a lost password if necessary. Overall, I was quite pleased with the students' mastery of the skills.

Looking back, I am grateful that I was forced to change the way I teach my library skills class. The wiki model helped me stay organized and flexible to accommodate teachers' requests to collaborate on class projects. I was able to build the class activities into the library lessons, teaching the skills in context. As I start planning for next year, I know that I will continue to use a wiki to organize and present my class material.

To read more about how to teach Information Literacy skills effectively on a fixed/ flex schedule, read Doug Johnson's article, "Making the Most of a Fixed Library Schedule":
http://www.ala.org/ala/mgrps/divs/aasl/conferencesandevents/confarchive/pittsburgh/MakingtheMostofaFixedLibrarySchedule.pdf

MSLA AUTHOR DATABASE
http://maauthors-msla.wikispaces.com
by Christine Steinhauser

Did an author visit your school this year? Consider contributing to the MSLA Author Database Wiki: http://maauthors-msla.wikispaces.com/Add+An+Author

This wiki was created as a tool to help Massachusetts School Librarians find an author for a school visit. It includes all the information needed to contact an author including any librarians who have already had them.

This year my middle school hosted author David Greenberg http://www.authorsillustrators.com/greenberg/
David is the author of A *Tugging String* about the civil rights movement in the 1960s. David's father, Jack Greenberg was Dr. Martin Luther King's lawyer. *A Tugging String* tells the story of David as a child, living through the historical Civil Rights Walk from Selma to Montgomery, Alabama. He uses primary documents such as President Johnson's speech about the right to vote in his text as well as real people and historical events. He introduces students to historical figures such as Martin Luther King, Thurgood Marshall and J. Edgar Hoover.

The presentation was amazing. Greenberg spoke about the Civil Rights Era in a way that had middle school students intrigued and curious, asking thoughtful and insightful questions. His presentation was a mixture of family photos, primary documents, and well-known historical photos. David's personal explanation helped students better able to understand the significance and reality of the Civil Rights Movement, the reality of the existence of the Ku Klux Klan and the importance of the NAACP. By personalizing the events, they became real, not just an event from a history book.

After a whole school presentation, David met with several groups of students, all who had read *A Tugging String*. He ran a writers' workshop where he showed the students how to turn a memory into an interesting, descriptive piece of writing.

David Greenberg is from Portland, Oregon, but does not charge schools for his travel expenses. I was able to afford his visit by posting to the MSLA listserv and finding some other interested hosting schools. His information is on the MSLA Author Wiki: **http://maauthors-msla.wikispaces.com/**

2010 Award Recipients

SCHOOL LIBRARY ADVOCACY AWARD
Gwen Paquette
Scholastic Classroom & Library Group

ADMINISTRATOR ADVOCATE AWARD
Sharon Hansen
Principal, Avon Middle / High School
Patricia London, Nominating School Librarian

MSLA LIFETIME ACHIEVEMENT AWARD
Linda Friel
Peggy Hallisey
Fran Zilonis

MSLA SERVICE AWARD
Ann Perham

M.S.L.A. (MSLA SUPER-LIBRARIAN ACCOLADE)
Western Region: Sue Crowther
Chicopee Comprehensive High School

Northeast Region: Sharon Hamer
Belmonte Middle School, Saugus

Southeast Region: Sandra Mott
Martha's Vineyard Regional High School

Metrowest Region: Judi Paradis
Plympton Elementary School, Waltham

WEB SEAL OF EXCELLENCE
Bishop Stang High School Library, North Dartmouth; Jen Thomas
   http://bishopstang.libguides.com/home

Cambridge Rindge & Latin School, Cambridge;
   Jaye Alper, Alice Chen, Tricia Keenan, Holly Samuels
   http://www.cpsd.us/crls/library/

Peaslee Elementary School Library, Northborough; Nancy Kellner
   http://teacherweb.com/MA/PeasleeElementary/Kellner/

Phillips Academy Library, Andover; Susan Alovisetti, Elisabeth Tully
   http://www.andover.edu/library/Pages/default.aspx

AUDREY FRIEND SCHOLARSHIP
Maya Bery, Simmons College
Sharon M. Dorian, University of Rhode Island
Jennifer Potter, University of Rhode Island

SPECIAL RECOGNITION
Youth Services Librarians for the former Regions: Susan Babb
Maureen Ambrosino, , Vickie Beene, Janet Eckert, Sarah Sogigian

2010 MSLA Award
Lifetime Achievement
Peg Hallisey

Thank you MSLA! I felt both honored and delighted to receive a 2010 MSLA Lifetime Achievement Award. In my mind, our profession is one of the most rewarding, fulfilling, and intellectually stimulating in education. Our work is continually evolving, but at a pace that makes one's head spin. We must always "step lively" and learn quickly for the benefit of our students and school communities. For me, there was never a dull moment in school librarianship. A great gift was belonging to a state organization that supported me during challenges, offered many opportunities for professional growth, and enriched my personal life with friendships that have lasted a lifetime.

Audrey Friend was the school librarian who "dragged" me to my first MSLA Board meeting many years ago. I don't think I spoke for the first two years because I was so awed (and, yes, intimidated) by being in the presence of such intelligent and high-powered people. Little by little, I learned that every school librarian has something unique to contribute that has the potential to forward the profession. Even me! All it takes is finding your "voice" plus time, work, and caring.

I had the opportunity to serve as MSLA Conference Chair and President. This led to being an AASL Affiliate Assembly delegate and Region I Director. I was most proud of the work done as a member of the MSLMA (MSLA) Professional Standards Committee in 2003. What a luxury to have a year to discuss, reflect, and then hammer out a blueprint for school administrators and librarians to use to cooperatively build a library program that has a significant and measurable impact on student achievement!

The New England School Library Association (NESLA) inducted me into its Hall of Fame in 2008. I currently have the pleasure of serving on the NESLA Board as its listserv moderator and newsletter editor. I never tire of meeting and reading about the current crop of super-achieving school librarians in New England.

Retirement in 2002 has also allowed me to travel, wallow in the love of my grandchildren, garden in the hills of New Hampshire, renew old friendships, and bask in warmer southern winters. My wish is that you all will find the same happiness in your work and contentment in your retirement.

Excerpt from the Letter of Nomination for Peg Hallisey, submitted by Ann Perham:
    Peg Hallisey has been an exemplar of professional leadership and service throughout her career as a school librarian and beyond, into retirement. From 1997 to 1998, Peg was the president of MSLA. In the early 2000s, MSLA published the Model School Rubrics, a groundbreaking assessment tool for school libraries. While she did not serve directly on this task force, Peg was a part of the vision to embrace the need for assessment tools. In 2003, MSLA published the Standards; Peg was the chair of the committee and served as the writer. On the national level, Peg served as the AASL Region I Director following her retirement from Burlington High School. Peg has most recently devoted her retirement energies to the New England School Library Association and the newsletter, *NESLA Views*. Peg Hallisey exemplifies lifetime commitment, service and achievement in school libraries.

Linda Friel

One Look Backward and Another One Forward

I was thrilled and humbled when I received the MSLA Lifetime Achievement Award. Thank you to MSLA and its executive board for honoring me in such a public way. I enjoyed every year of my school library career and continue to be active in the profession in my five years of retirement by teaching graduate classes and supervising practicum students at Simmons College, participating as an ALA Councilor-at-Large, serving on AASL committees, and continuing on the MSLA executive board as treasurer. My work as a school librarian was not only a job, but a passion and I continue to be passionate about the profession.

Reflecting on practice is a strategy that is one of the most important things that a school librarian can do and one of the best ways to improve practice. When I teach a graduate class at Simmons College, I always stress the importance and value of reflecting on one's practice. Indeed, being a reflective practitioner has always been one of my professional goals. Reflecting on one's practice, a process encouraged and by John Dewey and other educators, was written about and popularized by Donald Schön in his book *The Reflective Practitioner: How Professionals Think in Action* (1983). Reflecting on your work and the work process informs your future practice. Reflective practice is a professional form of knowing or enhanced self-awareness. Think about what you have done, what and how things might be improved or changed, and how these potential changes will positively impact future practice. As school librarians, we must focus on how to change how we do things to improve student achievement, to provide expanded learning opportunities and to boost chances at learning.

Throughout my years as a school librarian and educator, I have had many opportunities to reflect on ideas, practices, strategies, methodologies and then use those ideas to improve school library programs. Here is a small sampling of my reflections, in no particular order:

- There is still a need in today's school library to have a well-balanced collection.
- Possession of resources is not particularly important, but access to resources is.
- Not all things that are easier for the school librarian/teacher will have a positive impact on student learning and achievement.
- A school librarian can become an excellent educator in a few years.
- The ever-elusive "perfect lesson" does exist.
- Differentiation of instruction is necessary in every class.
- Each school library is unique and has unique needs.
- Being political is a necessary to be an effective school librarian.
- Collaboration with content teachers is the name of the game.
- Every school library must have a website.
- School librarians must be proactive, not reactive.
- Technology is a tool, not an end.
- Good MARC records are important for a number of reasons.

- Excellent interpersonal skills and team play are more important to success than some library skills.
- One size does not fit all. There are no easy answers and no prescriptive ones.
- As people advance in their careers, there are fewer things black and white and more things gray.
- It is important to learn to use and integrate **several** Web 2.0 tools into collaborative content lessons during a school year.
- Flexibility is the most important characteristic of an effective school librarian.
- The term, "effective school librarian" can be quantified.
- Circulation quantitative statistics are no longer important.
- Marketing of your school library program is vital to its continued success and existence.
- Reading is not as important as we have been lead to believe.
- Focusing is the most difficult and time-consuming part of the information search process, but there are numerous ways for the school librarian to intervene and help students.
- Inquiry-based teaching means the school librarian/teacher has to relinquish some control and direction.
- The school librarian's role is to be the guide on the side, rather than the sage on the stage.
- One of the jobs of the school librarian is to provide students with strategies to take responsibility for their own learning and there are innumerable ways to do this.
- Working with students is the most important part of a school librarian's job.
- School librarians need to continuously develop and nurture library stakeholders.
- Books and other materials should be labeled with their reading levels clearly visible to the students.
- Change is an ongoing process that takes more time and energy that you might have imagined at first glance.

Certainly these are not the only items that bear reflection. There are many other topics that need our reflective attention. In some instances, my conclusions might change depending on the school, student and staff needs, and when in my career I am doing the reflecting.

If school librarians do not become reflective practitioners, they will cease to improve and the profession will become stagnant and wither. Unfortunately, student achievement will also come to a standstill. Reflective practice bodes well for the future of school librarians and library programs, and for expanded student learning opportunities and improved student achievement. I believe that *reflecting on practice is one of the most important things that you can do for yourself and for your students.* Reflecting (looking backward) can help you look forward and see the future (and improved practice) more clearly. It is a win-win situation for all, especially the students.

2010 MSLA Award
Lifetime Achievement
Fran Zilonis

BOSTON (November 10, 2010) – Fran Zilonis, director of the School Library Teacher Program at the Simmons Graduate School of Library and Information Science (GSLIS), has been awarded a Lifetime Achievement Award by the Massachusetts School Library Association (MSLA).

The Lifetime Achievement Award is given to a MSLA member who has contributed to the profession of school librarianship during at least a decade-long span in the profession. According to the MSLA website, "the honoree has demonstrated an exemplary commitment to the service of students and 21st century learning and the advancement of school libraries."

Zilonis was appointed the director of the School Library Teacher Program at Simmons in August of 2010. Previously an adjunct professor, she joined the faculty as a visiting professor in the fall of 2009. Zilonis has more than 30 years of library experience in Massachusetts schools, having been a school library media specialist, high school administrator, educational consultant, college professor, and college administrator, information technology administrator, and author. She is a recognized authority on school librarianship, and in 2002 was awarded the Mass CUE Pathfinder Award for her leadership in integrating technology in schools.

2010 MSLA Award
Web Seal of Excellence
Jen Thomas, Bishop Stang High School

As school librarians are charged with finding, evaluating, organizing, and presenting information to our users. Compound this with technology and web 2.0 tools, social media and all the other exciting stuff going on and it's no wonder we all get a little overwhelmed.

LibGuides is a user-friendly hosted service used to create subject guides. In fact, I am such a fan that I use LibGuides as my primary library site with other guides linked to the "homepage." The process of designing a guide is intuitive and the options are rich regarding the type of content one can include. I have been using LibGuides for just over two years and am thrilled at how the students and teachers appreciate the accessibility the guides offer.

A major component of my teacher collaboration process is the creation of a LibGuide tailored to the specific project. The "Students Projects" page located on the homepage links to a subset of tabs, each with a teacher's name. Under these named tabs are the project titles, each with their own LibGuides. .

Not only is the subscription cost reasonable ($549 annually), the customer and online community support is phenomenal. With LibGuides, I most definitely feel that not only have I succeeded but my teachers and students have also succeeded.

Jen Thomas is the Director of Library & Technology Integration: http://bishopstang.libguides.com/home

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Excerpt of the letter of nomination for Fran Zilonis by Ann Perham:

There is an elite core of professionals in the school library world who embody excellence and leadership; they are the "torch bearers" of our profession. Fran Zilonis is a member of this group.

Although Fran Zilonis did not establish the school library certification program at Bridgewater State College, she positioned it for the 21st century as the director of the library school as well as the director of the secondary education program. Fran earned more respect for school librarians and under her leadership, Bridgewater became a quality program to prepare school librarians for our state and region.

Fran continued to be a leader in our profession, directing the Cambridge Public School Library program. She was instrumental in writing the Library Power grant from the Dewitt Wallace-Readers' Digest Foundation. She also served as the Director of Libraries and Technology in Newton.

Most recently, Dr. Zilonis has been named the director of the Simmons Graduate School of Library Information Science. In that capacity, she will continue to lead our profession as she shapes the school librarians for the future.

Without question, Fran Zilonis has had a major impact on the past, present and future of the profession of school librarianship and is a worthy recipient of the MSLA Lifetime Achievement Award.

Ann Perham
The Little Red Hen, Revisited

In my adult life, I have thought of the Little Red Hen as my "patron saint." The Little Red Hen is the one who takes the initiative and then sticks to the task despite those around her. Being a part of something larger than oneself and contributing to the common good have always been my cornerstone beliefs. I have preached the virtues of perseverance and patience to my own children and urged them, "If you want it done, don't wait for others… get started." I relish a good project and the satisfaction that comes from its completion. So, the Little Red Hen is a fitting icon for me. Or, is she?

Since receiving the MSLA Service Award, I have reflected on how the Little Red Hen embodies service. I reread the story on Project Gutenberg http://www.gutenberg.org and I am reconsidering whether the Little Red Hen got it right.

As she was scratching about to find worms for her chicks and discovered the wheat seed, the LRH deserves some credit for researching what the wheat seed was for. She learned that if planted, it would grow and could be made into flour which could then be made into bread. The light bulb should have gone off at that point and she should have realized that here was a new industry that could take off. With a few night classes, she could have launched the next dot com craze or become the BreadChick. But Florence White Williams wrote this in 1918 and I'm basing my suggestion on 21st century technology and the advent of Women's Lib. So for missing this opportunity, I'll cut the LRH some slack.

After the LRH planted the wheat, watered the wheat, and threshed the wheat, there was a disturbing scene:

> On the ground lay the nicely cut Wheat, ready to be gathered and threshed, but the newest and yellowest and downiest of Mrs. Hen's chicks set up a "peep-peep-peeping" in their most vigorous fashion, proclaiming to the world at large, but most particularly to their mother, that she was neglecting them. Poor Little Red Hen! She felt quite bewildered and hardly knew where to turn. Her attention was sorely divided between her duty to her children and her duty to the Wheat, for which she felt responsible.

Was the LRH guilty of child neglect? She definitely suffered the conflict of family needs and career goals. Many school librarians find themselves wearing the "Mom hat" as well as that of the professional. Time is the most sparse commodity. When I reentered the world of teaching after thirteen years at home with my children, my youngest was just under three years of age and I had children in each of the elementary, middle and high schools. It was at that point that I had to bow out of the volunteering I did with the schools and church and focus on juggling my limited time. Since becoming a grandmother, I say "yes" to every opportunity to take care of my grandson for short stretches of time. More than once, I have asked myself how I ever managed to work and have a family. The reality has hit me that I became involved with MSLA as my children got older. When I was president of MSLA, my three oldest were in college. As the Biblical passage goes, "to every thing there is a season and a time to every purpose under heaven."

Mothers should spin the positive aspects of their working. Financially, I knew that returning to teaching and maintaining my certification was the only way that we could afford college. But mostly, I want to be a positive role model for my children. The story of the LRH has a scene that is about eighty years ahead of its time. It takes place when the LRH is returning to the barnyard with the newly-milled flour and has been away from her chicks all day:

> She even managed, in spite of her load, to catch a nice juicy worm now and then and had one left for the babies when she reached them. Those cunning little fluff-balls were so glad to see their mother. For the first time, they really appreciated her.

The morning after hauling all the wheat to the miller and then hauling the flour back home, the LRH was tired and had a difficult time getting out of bed. She considered the uncharted territory ahead, but was not daunted by the new task of making the bread. School librarians live daily with new challenges; we keep a can-do attitude and chant the mantra, "figure it out."

> Even as she sleepily half opened one eye, the thought came to her that to-day that Wheat must, somehow, be made into bread. She was not in the habit of making bread, although, of course, anyone can make it if he or she follows the recipe with care, and she knew perfectly well that she could do it if necessary.

The scene repeated throughout the story is the one that evokes the most thought. When the LRH asks the other animals for help, they turn her down, so she does it herself:

> So after her children were fed and made sweet and fresh for the day, she hunted up the Pig, the Cat and the Rat. Still confident that they would surely help her some day she sang out, "Who will make the bread?" Alas for the Little Red Hen! Once more her hopes were dashed! For the Pig said, "Not I," the Cat said, "Not I," and the Rat said, "Not I." So the Little Red Hen said once more, "I will then," and she did.

Why didn't the Little Red Hen "entice" the others to help her sow the wheat, harvest the grains, and bake the bread? The key to service is that we bring others along by inviting, inspiring, and teaching them. It was a call from Rita Fontinha, inviting me to be the MSLMA webmaster in 1998 that was my beginning. I will take some credit for bringing some terrific individuals into the MSLA service cadre: Judi Paradis, Valerie Diggs, Gerri Fegan, Sandy Kelly, Char Sidell, and Kathleen Porter. Other MSLA members have raised their hands when asked to step into service and leadership positions. The key is extending the invitation to serve.

Have I been a "Little Red Hen" and done it all myself? Looking back, I have to say that I have definitely put a great deal of time and energy into MSLA because I believe in the cause of school libraries, but I extend thanks and recognition to the many colleagues who have worked shoulder-to-shoulder with me.

[The LRH should have put out a call on the MSLA listserv for help-!]

Judi Paradis

When I joined the Waltham Public Schools eight years ago, I was astonished to find that the elementary program was flexibly scheduled. Coming from a district where I'd covered two schools on a fixed schedule, I believed that I'd found heaven.

Running a library program where the expectation is collaboration and co-teaching leads to some really exciting student learning. Our program is designed so that our instructional technology teacher and I can meet with teachers at grade level meetings and talk through which projects make sense for both supporting their curriculum and covering our benchmarks. Most teachers completely accept us as partners in teaching, and have told us that they rely on us to help cover their science and social studies curricula in ways that engage students.

Over the years, we've developed some solid cross-curricular projects that include technology for research and for creating final products. When we opened a new school five years ago, we found that the up-to-date library and computer lab became essential parts of the day for students. Our students have created Voice Threads, news videos, Inspiration webs, and Kidspiration comic strips, and time lines to show what they've learned. Our students and teachers are familiar with databases and Noodle Tools, and they understand why these are important. With this grounding by fifth grade, it seems certain that our kids will continue to be successful 21st century students.

The instructional technology teacher and I try to model the use of technology as much as possible in our work with teachers. In addition, we offer formal training to teachers, and our teachers know they can come to us for informal instruction in using equipment or accessing new resources on the web. In many cases, this reliance on the library for professional development around technology stems directly from co-teaching with classroom teachers.

The close relationship forged between the library, instructional technology and the classroom teachers puts us in a good position to develop programs as they are needed. The library now runs an enrichment program for students in grades 1 and 2 who read significantly above grade level, supports a "book buddy" program for students in grades 2 and 5, and is the center of many literacy initiatives in our school. Teachers, parents and students regard the library as the cultural center of the school, and the library exhibits much student work here.

Our reading staff also recognizes the value of a strong library program and I have the time to work closely with our literacy coach and reading teacher. Our library sponsors a monthly reading incentive program for students in grades 2 to 5, and we offer a number of special literacy events throughout the year. In the past year, we've cosponsored a Vocabulary Day, a "Read Into the New Year" Party, Read Across America Day, and Family Literacy Nights. The literacy coach also helps me to offer materials to teachers to support their teaching of writing, with mentor texts, model lessons, and faculty reading all available in the library.

One final role our library plays is to support our multicultural population. Approximately 40% of our students do not speak English at home. During the past years, we've worked to develop a strong collection of bilingual texts, books depicting people from a variety of cultures, and materials such as audiobooks and wordless books designed to aid students who do not have a full grasp of English. The library plays a key role in our Multicultural Committee, with book displays, projects designed to showcase particular cultures, and display of photographs and artifacts. For El dia de los niños/El dia de los libros this year, we asked families to send in poems they remembered from their childhood and displayed these in the library. Students pointed to those from their parents with great pride. Our school offers evening English classes for parents, and these are possible for many because the library provides childcare with literacy and math activities.

The Plympton School Library is a busy place, and that is what I think a library should be.

Besides being a SUPER School Librarian at Plympton Elementary School in Waltham, Judi is very active in MSLA and AASL. She is serving her second term as the MSLA secretary. Previously, she served as Legislation co-Chair and remains active on the Legislation Committee. Judi has worked on the Bookmark Contest since its beginning in 2004. On the national level, Judi has represented Region 1 in the AASL Affiliate Assembly for two years. In May 2011, AASL president Nancy Everhart visited the Plympton School on her national "Vision Tour."
See pages 10-11

Massachusetts Super-Librarian Accolade (M.S.L.A.) CRITERIA, ELIGIBILITY, APPLICATION: This is an Area Director's Award; one award per MSLA Area shall be given, for a maximum of six awards per year. The winners shall be practicing Massachusetts library teachers with a professional library degree or state certification as a library teacher who has been a member of the MSLA for the past three years. In each region, the Area Director will receive nominations from members of the respective region and may make recommendations him/herself. The AD will recommend the nominee to the Executive Board for final approval. Winners of this award may be nominated for additional awards, in the third year after last receiving it.

2011-12 deadline is November 18th by mail or email: MSLA Executive Director, Kathy Lowe / PO Box 658 / Lunenburg MA 01462

Sharon Hamer

Imagine this: Coming back to Massachusetts after 4 years out-of-state, you are looking for a job as a library teacher, with almost 30 years in the profession—in tough economic times. You land an interview in a middle school. The administrators tell you that the library is being opened up after at least ten years of being closed. The administration, wanted someone with experience who could meet that challenge. Of course you say, I can do it! No problem. Only after the interview do you realize that they never showed you the library, probably on purpose!!

Yes, that was me a couple of years ago. It was a shock when I walked into my space. The large, rectangular room was completely empty. No tables, no chairs, no carts, only a new rug and some books thrown on the shelves. There was an office, but it was crammed with extra shelves and the circa 1964 circulation desk. No catalog, no shelf list. I spent three days wandering around trying to get a handle on what to do. Three weeks to the day from when I first walked in, I had cleaned and ordered the space.

Now I was ready to face the *real challenge*. Here was a school where, for at least 10 years, no one had ever used a library with their classes. The teachers had no idea what a library program was. None of the students had ever been taught by a professional library teacher, since the libraries in the elementary schools are open only once a week for book exchange staffed by parent volunteers. Prior to my arrival, the first time they saw a library teacher was when they entered high school. The principal agreed with me that flexible scheduling was the way to go. So now I had to convince the curriculum-mapped, MCAS stressed teachers that they could do something different every now and then to teach the same concepts they were already teaching. A 7th grade social studies teacher collaborated with me on a project about early humans. A language arts teacher brought her kids in to look for books and I did some book-talking. A Spanish class created brochures.

Then, I emailed the entire staff and told them what those teachers and I had done together and gave them some ideas about how they could collaborate with me as well. I asked the teachers I collaborated with to let their colleagues know what we were doing together. Slowly but surely, teachers started inquiring about how they could get in on the action.

During the previous summer, the major subject area teachers had made curriculum maps. I carefully went through the science, social studies and language arts maps to create a list of all the topics that were covered in those areas. I then sought out the teachers by their curriculum areas, met with them and asked how they wanted to use the "new" library with their class. I also used the maps to determine where I should concentrate my selection and purchasing. The school committee and the superintendent were extremely supportive of my efforts with both recognition and additional money.

I was given ten relatively up-to-date computers, and I joined the regional library system. The databases engendered a whole new kind of education for both the teachers and the students who had no idea the amount of reliable information they could get via the web. I was able to present a 20 minute lesson to the entire teaching staff during an in-service day which got a lot of them excited about using the library.

A network catalog was a priority for the superintendent, technology specialist and the principal. The high school librarian and I liked the Destiny product and so they bought it for both schools. I have to say getting the computers and the online catalog are examples of decisions that were made before I arrived but for which I got most of the credit. The same is true of the 52 inch TV that was donated by Saugus Community Television and the portable SmartBoard that finds a home in the library. It was the support of the school and the administration that made these resources possible.

Once we got Destiny going, I was faced with the task of cataloging ALL our books. In the early 2000s, some parent volunteers tried to get the library going and made a valiant effort to catalog the books using Library Pro. But since none of them were library professionals, they neglected to input either of the two fields that would have made merging the Library Pro database with Destiny—the ISBN or the LC number. So I had to start from scratch.

I quickly realized that with all this online content, we needed library website. The school system's webmaster and I created a website and I am getting the kids and the staff used to using it as their research portal for accessing the catalog and databases.

Creating a library space and program out of almost nothing has been a great experience. It is so rewarding to see the shelves that were less than half-filled when I got things organized now needing re-shelving because of all the purchases I have made. After school every chair in the place is filled. Many teachers now come to me and ask if there are ways we can collaborate on new projects. The high school library is being re-worked into a Learning Commons and there is a plan to give the elementary school libraries Destiny and a goal of some financial support and, someday in the not too distant future, some professional staff. There are many people here who would say that reviving the middle school library gave a shot of adrenaline to the entire library program in Saugus.

Best 25 Websites Committee Experience

Continued from page 20

The committee met via Skype and on our wiki at least once a week, and yes, there was plenty of homework. The resulting list of award-winning websites was comprehensive and carefully constructed. Any of the winning sites could be used successfully by school librarians, collaborating subject teachers, and students.

Make sure to visit the Best Websites for Teaching and Learning: http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/bestlist/bestwebsites.cfm The site contains lists of the winners from previous years, bookmarks that can be downloaded and printed for distribution, and the committee's presentations from this and previous years; we try to integrate some of the tools into our awards presentations. There are also press releases that describe the yearly award. Please feel free to use any or all of these materials in your work as school librarians.

Our committee presented a full-day pre-conference at ALA in New Orleans and will present a half-day pre-conference at AASL in Minneapolis in October. I urge all of you to check-out the winning websites and to select several that you might like to focus on during the upcoming school year. By focusing on a few, you will be able to become an expert in how those selected websites can be used to bolster student achievement and how they can be used to integrate 21st century skills into subject content. You do not have to be an expert in all of them! Have manageable and realistic goals.

> *The committee met via Skype and on our wiki at least once a week, and yes, there was plenty of homework.*

Finally, please consider becoming a member of an AASL task force or committee. These groups are extremely important to the workings of AASL and will also provide you with exceptional professional development experiences. The four years I spent on the Best Websites for Teaching and Learning task force/committee were both personally and professionally rewarding. The folks on the committee were professional, outstanding, collegial, and collaborative. I met these new people, worked with them, and benefited from their expertise. They are no longer new folks, but valued and cherished colleagues and friends.

To sign-up for an AASL committee, editorial board, or task force, please go to: http://www.ala.org/ala/mgrps/divs/aasl/aboutaasl/aaslgovernance/aaslcommittees/committees.cfm.

You can also read all of the committee reports on that same page. Please consider becoming active on an AASL committee. AASL is only as good as its members—volunteer!

(Above) The Committee for the 25 Best Websites posed for a picture at their preconference at ALA in New Orleans: Kyle Harmon, Laura Warren-Gross, Melissa Israel Jacobs, Pam Berger, Linda Friel, Vicki Builta, Donna Baratta, Heather Moorefield-Lang

Welcome to
MSLA's Newest Members

Jaime Lyn Bears	Simmons College GSLIS
Elizabeth Rowland	Newton Free Library
Brittany Smith Vasquez	Somerset Elementary
Alexandra Woznick	Briscoe Middle School, Beverly
Julie Durmis	Cambridge College
Meg Aust-Anastasi	Springfield City Library
Maya Bery	Simmons College GSLIS – Audrey Friend Scholarship Winner
Kelly Connolly	Beaver Country Day
Michel Glennon	Stevens Library, North Andover
Elizabeth Miller	Stevens Library, North Andover
Jill Barker	Stevens Library, North Andover
Melisa Paulino	Cambridge Public Schools
Alexandra Caram	Simmons College GSLIS
Lisa Wagoner	Neary School, Southborough

"Eight Tech Trends for Librarians (and Teachers too!)" by Dave Saltman, is the "Most Viewed Article," available in full text: http://www.hepg.org/hel/article/502

W. JAMES POPHAM of UCLA's School of Education and Information Studies made an interesting observation in the July/August 2011 *Harvard Education Letter*. In **The Common Core State Standards** (not freely available in full-text online) he warns that with these standards our "curricular eyes" may be bigger than our "instructional and/or assessment stomachs." He challenges us to clarify what we expect our students to accomplish so that our assessment tools can help us "discern which subskills or bodies of enabling knowledge appear to be causing the more general problem" so that we can deal instructionally with those areas of weakness. The DESE assessment transition plans can be found on their site for both ELA and Mathematics: http://www.doe.mass.edu/mcas/transition/

NEW ALA WEBSITE Offers Ideas on "Transforming Libraries"
http://www.transforming.ala.org
For the descriptive text of the Twitter account for this new portal in development, @Xformlibs, ALA staff quotes the Strategic Plan, http://www.ala.org/ala/aboutala/missionhistory/plan/index.cfm
"ALA provides leadership in the transformation of libraries and library services in a dynamic and increasingly global digital information environment."

AASL ADVOCACY TIP OF THE DAY
http:// *advocacytipoftheday.wordpress.com/*
AASL members can have the Advocacy Tip of the Day delivered daily, weekly or monthly to an email account or mobile phone. The tips are wide-ranging but all point up ways to advocate for your program. MSLA has been featured, sharing things that we are doing in Massachusetts. What is working across the nation?

Examples of Advocacy Tips of the Day:

#82: Create a 2 minute and 5 minute "drill" or "elevator spiel" for all school library staff and volunteers to use any time the opportunity arises.

#97: Invite your local school board representative to your school library to participate in information literacy lessons and reading incentive programs.

#91: Once a month send a bulleted list to your principal that includes statistics for the month and a list of projects worked on in your program. Submitted by: Judi Paradis, Waltham

EQUACC - ALA TASK FORCE ON ELECTRONIC CONTENT
As of mid-July, EQUACC hasn't updated the site since the annual conference. Makes us wonder what juicy grist they gathered for the mill… However, we know Chris Harris and Floyd Pentlin would like more input from schools to make sure our concerns are addressed going forward. Visit http://equacc.ala.org
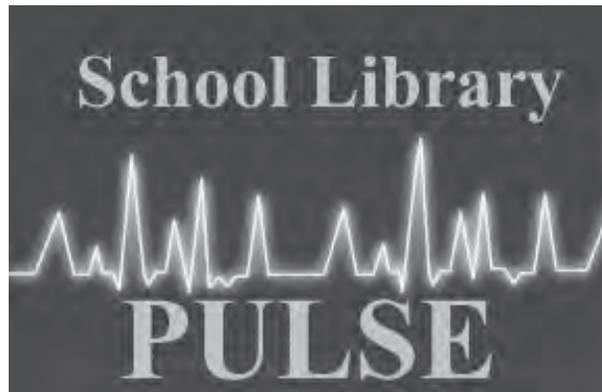
SUMMER READING REDUX
How many times have you wished you had the power to change your school's summer reading program? Well, maybe you do! **Rochelle Garfinkel** of Frontier Regional will present at the upcoming AASL conference on how she brought her school's summer reading program into the 21st century. It is now a program that involves faculty and students with books in a whole new way.

ONLINE GLOBAL READ Primary Source is proud to partner with the Pearson Foundation and *We Give Books* for an online Global Read of *Girl in Translation* by Jean Kwok. Engage with this coming-of-age story through an online forum and live, web-based discussion with other readers in your community and around the world. As an added bonus, for every book read, *We Give Books* will donate a matching book to a school in need. *Girl in Translation* is the story of a young girl and her mother who emigrate from Hong Kong to live in Brooklyn in the 1980s. This book explores themes of identity, race, family, adolescence, and resilience. It won a 2011 Alex Award as one of the 10 best adult books that appeal to teen audiences. Encourage your friends, colleagues, high school students, and community members to read *Girl in Translation*. In December, join readers around the world for a live online discussion with Primary Source. All are welcome for this special event! The more we read, the more books reach schools around the world.
More information: http://www.primarysource.org/events

2011 ALA ANNUAL TECH WRAP-UP
http://www.alatechsource.org/blog/2011/07/archive-of-the-2011-ala-annual-tech-wrapup.html
After the annual conference, ALA TechSource conducts a wrap-up webinar with panelists addressing the high points of the conference from a library tech perspective. When asked for recommendations for web-scale or discovery layers for schools or school-public hybrid networks, Marshall Breeding stated that schools tended to lag other types of libraries due to lack of funding or possibly lack of interest, but that OCLC's web-scale offering was likely the best-tested and most widely used. One take-away might be that the academic libraries will do the work of piloting as library platforms evolve so that implementation will be simpler when schools are ready.

WORKING SMARTER
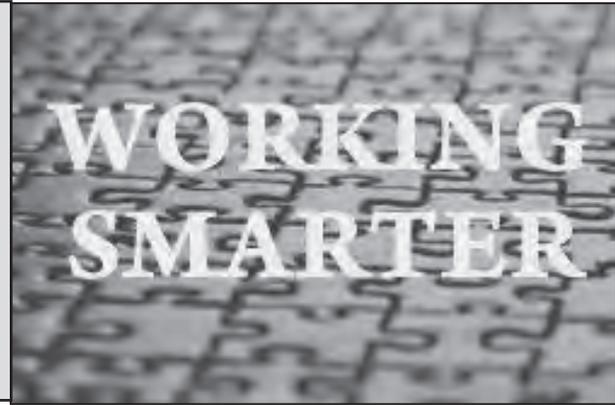
LIVE TEXT WALL: OPENING DAY/ END OF YEAR STAFF MEETING

Want to shake things up a bit at the fall opening day staff meeting or an end of year meeting? Text and twitter live as I hope to do for a summarizing activity instead of using a mike. During preparations with our literacy committee for opening day activities for the fall, I recalled a MSLA conference workshop by Rachael Costello. She used "Wiffiti" to obtain live feedback and input during her presentation. All voices will be "heard" and it will engage more participation. Each year I leave the MSLA conference focused on the content, but the delivery method and presentation styles can also be utilized in our teaching!

I queried the membership to recall what Rachael had used and received the answer and other suggestions:

> http://wiffiti.com
> http://polleverywhere.com
> http://www.wallwisher.com
> http://todaysmeet.com/
> http://backnoise.com/

We are still working on technical issues to be sure that this will work in our presentation. We need to check the cell phone reception in our high school auditorium and make sure Wiffiti is not blocked during our presentation. If cell phone service presents a problem, we may set up a few "laptop stations" participants can access to input their feedback.

> Lynn M. Weeks
> Bourne Middle School

DEWEY DECIMAL WEBSITES

Gathered together in one site, all things Dewey! From a Dewey webquest to Dewey YouTube to a Dewey rap, sites to help with lesson plans or just organizing your library. Thank you for the many suggestions; check my Diigo Dewey bookmarks:

http://www.diigo.com/list/heatherwalker1/ dewey-decimal-websites

> Heather Walker
> Franklin Library, Newton

TO SHELF MARK … OR NOT TO SHELF MARK … THAT WAS THE QUESTION posed by Leslie Diminnie on the MSLA Listserv. Here is the condensed version of responses:

Most librarians think shelf markers are a good idea to use with younger elementary grade students. Used or new paint stirrers donated from a hardware store and decorated individually with barcodes for check out were the shelf markers of choice. Another idea is to generically color-code them to be used throughout the day by all. If you can't round up paint stirrers, laminated oak tag works well, too. Sword fighting does in fact pose a problem with paint stirrers, but didn't seem enough of a nuisance to eliminate using the markers. A few librarians don't use shelf markers but place bins around the library for students to put books instead of re-shelving them in the wrong spot.

> Leslie Diminnie
> Osgood School, Cohasset

BEST AND WORST BOOK OF THE SUMMER POST-IT ACTIVITY

During the first week of school I use two large easel style post-it sheets and mark one "Best Book of the Summer" and the other "Worst Book of the Summer". I post these sheets on a very visible library wall and students share their responses to recreational reading titles but also required summer titles. Students only need to list the title; the list remains anonymous for confidentiality. Not only is this idea easy to do, but it gives you good feedback on which required titles were hits and which should be rethought for next year. I also have picked up good suggestions for collection development from the list of recreational titles that were highly recommended.

> Leslie Schoenherr,
> Lexington Christian Academy

BATTLE OF THE BOOKS

Ideas posted on the MSLA Listserv in response to Tessa Grassetti's query about conducting a Battle of the Books program.

> Tessa Grassetti
> Bellamy Middle, Chicopee

I did a battle of the books this year with fourth and fifth graders. I took the idea from *Library Journal*. We preselected a list of twelve titles for each grade with the teachers that were across reading levels and genres. We gave the list out in June and ran the battle in December. In September, I made up teams of about 6 students of various reading levels in each class. They were asked to have all the books read as a group, that way no one person would have to read more than a couple of books, but also told them the more team members that read all the books, the better they would do. I purchased lots of copies of each title and designated them for each grade level. For instance, fourth graders couldn't check out the fifth grade battle books and vice versa. For the actual competition, I selected quotes from the books that made them recognizable- using a character's name or some identifiable event. *Continued next page*

Students competed in teams to identify the book for 15 points, and then team with the correct answer was given another question that required more thought for an additional 10 points, sort of like the old GE College Bowl. The kids seemed to enjoy it, although it took a lot of time. Timing the competition is important. You want to be sure everyone has the opportunity to have access to the books, and yet not wait too long or they will forget the books

> Betci Weldon
> Hopkins School

North Carolina does Battle of the Books
http://www.ncslma.org/bookcompetitions/bobstate/bobinfo.htm
This link includes their manual. It's an excellent program.

For the Reading Rumble I worked with the Reading Specialist and English Department. I picked the books using the Battle of the Books list as a guide. We chose five titles for each grade, grades 6-8, so I tried to pick one of each genre for each grade. Our titles were*: Grade 6 - The Lightning Thief, Lawn Boy, Sammy Keyes and the Hotel Thief, Al Capone Does My Shirts and Wolf Brother*; Grade 7 - *Jack's Black Book, The Graveyard Book, Found, Chasing Vermeer* and *Firegirl*; Grade 8 -*The Teacher's Funeral, Hunger Games, Inkheart* and *The Thief Lord.* Kids formed teams and read the books for their grade during the school year. In April we had the competition. We had a preliminary round that we made up a quiz for each grade using an online program called Open Classroom. That way the computer automatically scored the quiz. The top two teams for each grade went on to the final round which we made a Jeopardy game using PowerPoint. So we had 15 winners (1 team for each grade) -- they got a gift bag with a book, pencils and bookmarks. All the participants also got a coupon for a la carte at lunch. This was all done during school.

> Cynthia Grabke
> Norwood

At my son's school, I believe the librarian ran the whole thing. She chose 12-15 titles that were from the Battle of the Books list. She didn't divide it up by grade (everyone had to read the same books). The competition was at night. She had several rounds of quiz questions, but no one was eliminated after each round, so everyone had a chance up to the end. Each of the participants got a small goody bag with pencils and a coupon for the book fair. The winners received a $25 gift card to Barnes and Noble.

> Beth Brooks
> Buckingham Browne & Nichols
> Middle School

STUDENT FAVORITES on LIBRARY BOOKMARKS

In the library I'm working in for the summer they have bookmarks with some of their teacher's favorite books on the bookmark. I am going to make some bookmarks in the fall with some students' favorite titles, so they can see what their peers really like.

> Sharon Hamer
> Belmonte Middle School
> Saugus

LIBRARY CORNER MURAL

Cambridge's Haggerty School 5th and 6th grade students recently created a Legacy Mural outside each of the two entrances to the Library Media Center.

This mural was made possible by a grant from the MA Cultural Council, with the materials purchased by Friends of Haggerty. The title of the mural is, "Invitation to the Library: come up the stairs and learn about the world".

As part of the process of creating these two murals, artist Yetti Frenkel had to meet with each individual student. Students were asked to select a title from a favorite book that they might want depicted on the "legacy mural." We were looking for fiction and non-fiction works and specifically looking for elements of nature in each book. We were not looking for a replication of the cover of the book but rather, an interpretation from each student.

Once the titles were decided, Yetti met with the students in the art room, along with our art teacher Amy Grady, and the students started sketching their ideas on 8 1/2" x 11" paper. Yetti then met with a "student design team" to plan the sequence and scale of each image.

Having 53 kids painting in such small areas was challenging, but we had only ten days to complete the project. Kids painted during Art class, Library time and many students gave up their recess time and lunch while others met after school to paint.

I created a movie of the process as part of the grant: http://vimeo.com/25131431

> Karen Kosko
> Haggerty School, Cambridge

MSLA's New Membership Year

MSLA is changing its membership year. Previously, MSLA's membership year was November 1 to October 31, with all memberships expiring on the same day. Now, your membership will expire one year from the date you renew, or in the case of new members, one year from the date you join MSLA.

Many members like to renew when they register for MSLA's annual conference, especially those whose districts pay for their conference registration and dues. We opened registration early this year so that you can still renew when you register for the conference without your membership lapsing.

If you do not plan to attend the conference, you can renew anytime and your membership will extend for one year from that date.

Once we get through this transition to an annual renewal date, memberships will all be up for renewal on different dates throughout the year, so this will be the last year that the dues will be folded into the conference registration fee. You will still be able to renew at the same time you register for the conference, but dues will appear as a separate item on the registration form.

We will be using our online membership and conference registration program, **RegOnline**, to facilitate this new system. Every membership renewal, whether received electronically or by mail or fax, will be entered into the online system. You will receive an email confirmation, and another email message will be automatically generated and sent to you when it is time for you to renew your membership one year later.

If you have not yet started using RegOnline for your membership and conference registrations, we urge you to begin this year. Purchase orders can be used with RegOnline as well as credit cards, and it will generate an invoice for you to submit to your business office. Online conference registration is available at www.regonline.com/msla2012. If you are not attending the conference you can renew your membership separately at www.regonline.com/join_msla.

RegOnline is easy, convenient and we hope you'll give it a try!

STRATEGIC PLANNING: May 21, 2011

The MSLA Executive Board met for a day-long Strategic Planning Workshop, led by AASL President Elect, Susan Ballard. What does MSLA stand for? What is the Vision? Mission? What are the Goals? The Strategic Plan for 2011-16 *(next page)* was approved by the MSLA Executive Board at the June 8th meeting.

Outgoing and incoming board members shared ideas. *Above:* Kathleen Porter, Amy Bloom, Sandy Kelly, Lynn Weeks and Maureen Tannetta.

We examined the old MSLA Strategic Plan to evaluate what was still valid and brainstormed the future of school libraries and education. *Above l-r:* Linda Coviello, Valerie Diggs, Susan Ballard, Amy Short, Christine Steinhauser.

Who are potential members? What are the aspects of developing membership and strengthening the profession? *Above l-r:* Carrie Tucker, Nell Rogers, Julie Farrell, Sharon Hamer, Judi Paradis, Leigh Barnes.

Within the educational community, what are the objectives in advocating for strong school library programs to promote student achievement? *Above l-r:* Gerri Fegan, Valerie Diggs, Nell Rogers.

What will MSLA prioritize as we advocate to the general public? What objectives will promote public relations and legislation? *Above l-r:* Judi Paradis, Jennifer Varney, Christine Steinhauser, Sharon Hamer, Linda Coviello, Amy Short. Also taking part in the Strategic Planning workshop but not pictured: Kathy Lowe, Ann Perham,

MSLA Strategic Plan for 2011-2016

VISION

All Massachusetts schools will have inclusive, accessible and supportive library programs managed by credentialed school librarians who provide equitable opportunities for every student to learn and succeed.

MISSION

MSLA promotes school librarian leadership and school library programs that provide resources, instruction, and opportunities for collaboration that maximize student learning. MSLA works to ensure every school has a school library program that is fully integrated at all grade levels across the curriculum and has a significant and measurable impact on student achievement.

MSLA provides its members with paths to school library leadership. The organization communicates its vision to members and potential members, the educational community, and the general public.

I. Members and Potential Members

Members and potential members are defined as anyone who supports the advancement of school library programs.

GOAL: To strengthen the profession and enhance the expertise of all members while offering nonmembers a rationale for joining the organization.

1a. **Objective: Identify, recruit, support and retain an active, involved membership.**

1b. **Objective: Support and sponsor professional development opportunities for the membership.**

1c. **Objective: Develop and promote current and future leaders in the organization and in the profession.**

II. Educational Community

The educational community is defined as follows:

Local: School administration, school committee, teachers, students, school council, PTA/PTO, student council, public library, local educational funding organizations.

State/regional: Massachusetts Board of Library Commissioners (MBLC), Massachusetts Library System (MLS), Massachusetts Board of Elementary and Secondary Education (BESE), Massachusetts Department of Elementary and Secondary Education (DESE), Massachusetts Teachers Association/ American Federation of Teachers (MTA/AFT-Massachusetts), Massachusetts Association of School Superintendents (MASS), Massachusetts Secondary School Administrators Association (MSSAA), Massachusetts Elementary School Principals Association (MESPA), Massachusetts Computer Using Educators (MassCUE), New England School Library Association (NESLA), Massachusetts Library Association (MLA), New England Association of Schools and Colleges (NEASC), Massachusetts Association for Supervision and Curriculum Development (MASCD), school library training programs, Association of College and Research Libraries-New England Library Instruction Group (ACRL-NELIG), school boards, educational consortia (e.g., EDCO), Massachusetts Association of School Committees (MASC); Working Group for Educator Excellence (WGEE), Legislative Library Caucus, Massachusetts Reading Association (MRA).

National: American Library Association (ALA), American Association of School Librarians (AASL), National Education Association (NEA), Association for Supervision and Curriculum Development (ASCD), International Reading Association (IRA), Partnership for 21st Century Skills (P21), United States Department of Education, International Society for Technology Education (ISTE), Association for Educational Communications and Technology (AECT), National Council for Accreditation of Teacher Education (NCATE).

GOAL: To inform and advocate for the vital role strong school library programs play in student achievement.

2a. **Objective: Define and communicate the positive impact of school library programs staffed by a credentialed school librarian on student achievement.**

2b. **Objective: Showcase best practices in school library programs within the educational community.**

2c. **Objective: Identify, develop, and prioritize collaborative professional partnerships.**

III. General Public

The stakeholders in the community are: elected and appointed officials (federal, state, local); voters; community, charitable and service organizations; alumni; parents; senior citizens; media outlets; donors; businesses.

GOAL: To advocate for and publicize the importance of strong school library programs and demonstrate their impact on student achievement.

3a. **Objective: Develop a marketing and public relations program that reaches out to voters and decision-makers.**

3b. **Objective: Develop legislation that creates library program guidelines and policies for Massachusetts schools and requires cities and towns to provide and support school library programs.**

3c. **Objective: Provide members with resources, tools and training to advocate locally and statewide for school library programs.**

2011 Annual Reports of the MSLA Executive Board

Boston Area

Jen Varney & Kathleen Ross, Area Directors

The hiring of Amy Short as Director of Libraries and Media Services incited a great deal of activity in the Boston Region this year. Several new librarians, Professional and Para-Professional were hired this year. Monthly meetings for the K-8 librarians and high school librarians centered on a variety of topics: the long-range planning, professional development, and BPS initiatives.

One professional development opportunity that arose from these discussions is the "Serving Urban Teens Roundtable" sponsored by MLS. The first discussion was held in Boston on March 2nd and our own Kathleen Ross served as moderator. There is planning in the works for an Urban Library Roundtable at the March 2012 conference.

In addition to the roundtable, Boston Public Library and Boston Public School Librarians met jointly at Copley and Madison Park. The strengthening of the public and school library relationship has been a highlight of this year.

We met one of our outreach goals when Amy Short met with Fran Zilonis at Simmons about adding more practicum students to BPS libraries. Additional outreach goals included reaching out to private and parochial schools, increasing school librarian attendance at school committee meetings and hearings, and additional showcasing of school libraries by BPS communications.

Central Area

Linda Kimball & Cecily Houston, Area Directors

Objective 1: Identify, recruit, support and retain an active and involved membership. We contacted all of the Central Region's members who allowed their membership in MSLA to lapse. We explained the benefits of membership in MSLA and encouraged them to sign up this year.

Objective 2: Continue cooperation between the Massachusetts Library System (MLS) and School librarians (MSLA).

We are planning a joint library advocacy workshop November 5, 2011 with MLS. Working with Carolyn Noah, Assistant Director of MLS we have been meeting to secure a venue, and presenters for the fall conference.

Objective 3: Offer professional development opportunities to members. Professional development opportunities for members were varied.

Metrowest Area

Linda Coviello & Char Sidell, Area Directors

The Metrowest area of MSLA had a year full of programs planned and publicized at the beginning of the year. We found that timing and, perhaps, theme were the factors in the success of the individual programs.

We had a successful meeting early in the year of more than a dozen Metrowest members coming together to discuss and share literature that had to do with bullying. We had a diverse group that represented elementary, middle and high schools, private and public. The discussion was lively and very informative. The collective list was later published and put on the MSLA listserv.

Our Tech Share program planned for November, which had been so successful last year and members had asked for it to be repeated, was postponed due to low response. At the end of the year, however, we did have a Digital Storytelling workshop using GoAnimate held at the Lexington Christian Academy.

In December, a small group of Metrowest librarians met at the Concord Museum for the exhibit, "Family Trees: A Celebration of Children's Literature." Joining us was Laura Larsson, Waltham school librarian, who decorated one of the trees. Her tree, a favorite of the group was celebrating *Owl Babies* by Martin Waddell. Afterwards our group had dinner together at the Colonial Inn.

Susan Babb (MLS) presented a well-attended program entitled, "Long Range Planning with Advocacy - A Sound Strategy," at the Lane School in Bedford in January.

In conjunction with our Regional Library Network, we had Pat Keough present her "Can't Miss Books" program in the spring at the Broadmeadow School in Needham.

At the end of the year, we felt as though we had accomplished our goals of improving public relations and providing professional development opportunities for our Metrowest members. While we had initially planned an activity for each month of the year, we were satisfied with the five programs that were successful.

We also reached out to our current and lapsed MSLA members with emails and phone calls. Many lapsed members said they planned to rejoin, and most of those that did not, said they were now retired or had moved on to something else.

As Metrowest Area Directors, we attended the MSLA Conference in the fall and were also on the Conference Committee. We also attended the Summit on Bullying at Cushing Academy in March.

The ADs were responsible for most of the Metrowest events this year and MLS provided additional resources.

2011 Annual Reports of the MSLA Executive Board

Northeast Area

Chris Steinhauser & Katie Cerasale-Messina, Area Directors

This year has been busy and productive with lots of change. The contacting of school librarians who are not members of MSLA to encourage them to join our organization was an ongoing effort. We reached out by email, phone, and snail mail and share information as to why joining MSLA would be beneficial to them, their students, teachers and school districts. We also communicated with MSLA members whose memberships had lapsed. As in the past, we find that the personal touch makes the difference between joining/rejoining and the status quo.

The Northeast Area hosted two professional development workshops with MLS. The first meeting was a literature workshop, "Sarah's and Susan's Picks," held on Wednesday, December 1, at the Coolidge Middle School in Reading; about 25 librarians attended.

The second event was, "Long Range Planning – A Sound Strategy," on May 24, 2011 at the Reading Memorial High School. It was well-attended with about 14 librarians from 5 different districts attending.

A third event, a collaborative Legislative Breakfast with the Reading Public Library was postponed from the winter. It will be rescheduled for a date in the early fall.

Chris Steinhauser volunteered to be on the MLS Database review committee. This committee has met once in Worchester, and plans to meet several more times in the next year. Chris Steinhauser attended the Strategic Planning session held on Saturday, May 21, 2011.

Southeast Area

Kathleen Porter & Lynn Weeks, Area Directors

Although unusually inclement weather was one cause of delays and cancellations, we held two area meetings. At the Borders in Wareham, members gathered in the café for a demonstration of Kobo and other eReaders. In a gathering described as "successful,"" productive," and "fun," members also brought their own devices and shared their experiences implementing them within school library settings. At Bourne Middle School, Lynn hosted a meeting led by Susan Babb of MLS. Area members discussed long range planning, Web 2.0 tools, eBooks and eReaders.

Area directors reached out to lapsed members through email and phone calls, encouraging members to renew online. Other potential members were identifies through MLS and other networking events and invite to join MSLA.

Although the Southeast Wiki still exists, Southeast members communicated primarily through the listserv, email, area meetings and on Facebook. The ADs wrote about the SLJ Summit on wikis or blogs and through the Forum, and contributed new material to the advocacy wiki.

Western Area

Leigh Barnes & Vicky Biancolo, Area Directors

As always, this was a very busy school year for the co-directors of the Western Region. We attended monthly Executive Board meetings and the MSLA Conference in Sturbridge in early October. On October 29, Leigh participated in a Berkshire County-wide professional development day for public schools, which included a roundtable on assessment as well as discussions of Response to Intervention ("RTI") and eBooks. Thanks to Leslie Lomasson of Amherst Regional High School Library, we met on November 2 with Max Page of the Massachusetts Teachers Association. That meeting opened the door to collaboration between the MTA and MSLA, and we look forward to a long and mutually beneficial relationship with that organization. Vicky participated with the Pittsfield Reads! committee to deliver a very successful one-town-one-book project (*Fahrenheit 451* by Ray Bradbury). On November 8 we hosted a joint MSLA/MLS workshop on strategic planning with Susan Babb and Sarah Sogigian at Miss Hall's School in Pittsfield. As a member of the MLS Executive Board,

Vicky attended monthly board meetings as well as the MLS Annual Meeting at the College of the Holy Cross in Worcester on November 15. On April 8, Vicky participated in the annual meeting of the New England Association of Independent School Librarians at Westover School in Connecticut. On April 9, Leigh traveled to New Hampshire to participate in a NESLA workshop on Marketing and Advocacy. Leigh traveled to Boston on March 28 to advocate for school library programs during State Legislation Day. Leigh participated in National Library Legislation Day in Washington, D.C. on May 9 – 10. Vicky attended the first meeting of the newly-formed MLS Subcommittee on Youth Services in Westborough on May 18.

Throughout the year, we contacted lapsed members of the Western Region to discuss membership. We left many phone and email messages.

2011 Annual Reports of the MSLA Executive Board

Awards
Carrie Tucker and Margaret Phoenix, Co-Chairs

Objective 1: Administer awards for annual meeting. Awards presented at the MSLA conference in October 2010 are listed on the MSLA web site.

Objective 2: Review wording of awards for consistency and presentation; not completed.

Objective 3: Develop new timeline and promotion strategy to prepare for 2012 change to a March conference model. Objective was met.

The Awards program allows MSLA to achieve three goals. First, we advocate for strong school libraries throughout Massachusetts by celebrating examples of excellence and service in school librarianship. Second, we recognize supporters of school libraries. Third, we offer grants and scholarships to foster growth and encourage new school librarians.

Legislation
Julie Farrell, Chairperson

Objective 1: Promote the importance of school libraries to BESE and MTA: Initiated contact with MTA, which resulted in a meeting with MTA President Paul Toner. E-Board revised the school librarian job description and submitted to MTA. Attended MTA delegate conference, reported back to the membership on proposed changes to teacher evaluation, which will impact the membership.

Attended hearing on MBLC budget in October, MBLC Legislative agenda mentions school libraries. Bookmark Awards ceremony was well attended by legislators. Participation by the students from Natick was well-received. Participation in Legislative breakfasts by a school library had a great impact on that success.

Objective 2: Joint Legislative Day with MLA and promote MBLC legislative agenda: Attended MLA legislative committee meetings to plan Legislation Day, which was successfully held on March 28th. Hope to move the 2012 date to April to avoid conflict with MCAS testing.

Objective 3: Disseminate information on MassBroadband 123: Submitted an article to the Forum on this project. I should find an alternative method to spread the word about this project because many of the intended audience have difficulty with Internet access.

MSLA Forum and Webpage
Ann Perham, Editor and Webmaster

This has been the first full year that the Webmaster and Forum Editor have been combined. The association is natural, but the success depends on the support of the Executive Board chairs as well as the many members who take leadership roles.

The main goals of the MSLA webpage include advocacy and public relations as well as member information for major MSLA activities: news, annual bookmark contest, conference, workshops, Legislation Day, awards and the MSLA Form. Kathy Lowe posts all "headlines" on the homepage and also edits the page for our conference vendors. Online registration for the conference and all workshops has become routine, thanks to Kathy's work with RegOnline. Melissa Lynch, our conference coordinator, takes the credit for all workshop information and speaker biographies. Ann is a member of the Bookmark Contest committee, taking responsibility for: posting of the template, FAQs; scanning and posting the winners and honorable mentions on the webpage; getting posters made for the Legislation Day ceremony; having the actual bookmarks duplicated. For Legislation Day and the related schedule, postcard to legislators, Legislation Breakfast schedule, Kathy Lowe supplies the necessary information. The Awards co-Chairs, Carrie Tucker and Margaret Phoenix verify the information posted and contact award winners for Forum articles.

The MSLA Spotlight has been a regular feature for a decade. Ethel Downey is stepping down after dedicating five years as Spotlight Editor; she has been a dependable contributor and will be missed.

The Jobs Page, under the editorship of Jamison Hedin, uses BlogSpot. This is linked from the MSLA webpage and provides a seamless resource for members and potential members. Jamison has been the Jobs Editor for a year now.

We issued four editions of the MSLA Forum: the print Forum PLUS, mailed to members in late August featured information on our October conference; Winter 1.1.11 online issue, unveiled new columns; February online issue began a Hot Button topic on volunteers; Spring online issue added new features and editors.

The Forum depends on the contribution of articles by members, as well as the work of a cadre of feature editors. "Working Smarter" was a natural outgrowth from our 2010 Conference; Leslie Schoenherr appeals to members for tips and ideas to include in the column. Susan Babb writes an update of MLS happenings. "The PULSE" column on school library news was edited by Ann for this year, but Kathleen Porter has stepped forward to become the editor for next year. "My Turn" allows members to step up on the soapbox; Brian Tata and Alexis Kennedy each did articles. Reporting "Member News" as a column will be the charge of Nancy Stenberg for 2011-12; she will be appealing via the listserv for contributions.

The major objectives for this year that were not accomplished are an RSS feed and bringing in an interactive feature. Within the framework of Joomla, these goals are not possible.

MSLA 2011-12 Executive Board

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klowe@maschoolibraries.org

Voting Members

President	Past-President	Treasurer	Secretary
Valerie Diggs	**Gerri Fegan**	**Linda Friel**	**Judi Paradis**
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Legislation	Awards		Webmaster & MSLA Forum Editor
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Metrowest Area Directors		Central Area Directors	
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Western Area Directors		Boston Area Directors	
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Liaisons & Representatives
(non-voting)

Independent Schools:	Elizabeth Vezina, Cushing Academy
Vendors:	Hugh Ahearn, Mackin
MLA/Youth Services Section:	Nancy Boutet, JV Fletcher Library, Westford
MLS Executive Board:	Vicky Biancolo, Miss Hall's School, Pittsfield
Massachusetts Reading Association:	TBD
MSLA Liaison to the MRA Executive Board:	Carrie Tucker, East Bridgewater High School
MSLA Liaison to the WGEE:	Sandy Kelly, Carlisle School
Massachusetts Board of Library Commissioners:	Mary Rose Quinn, Director Stevens Memorial Library, N. Andover
Assoc. of College & Research Libraries – NELIG:	Laura Hibbler, College of the Holy Cross, Worcester
Digital Commonwealth:	Linda Friel, MSLA Executive Board
Student Special Interest Group:	Simmons College GSLIS
MSLA Listserv Moderator:	Leigh Barnes, Stearns Elementary School, Pittsfield
AASL Region 1 Director:	Valerie Diggs, Chelmsford High School
AASL Affiliate Assembly Chair:	Gerri Fegan, High Plain Elementary School, Andover
New England School Library Association President:	Gerri Fegan, High Plain Elementary School, Andover

MSLA
Massachusetts School Library Association

Partners in Advocacy: Strategic Storytelling

A workshop co-sponsored by the Massachusetts Library System, the Massachusetts Library Association, and the Massachusetts School Library Association.

Saturday, November 5, 2011

Worcester State University

Cost: $25

**Registration begins
in September
http://www.masslibsystem.org/**

Nancy Dowd leads a fast-paced and engaging experience on collecting, creating and communicating stories to communicate a unified voice about the value of Massachusetts's libraries.

Nancy is Director of Marketing and Communications, New Jersey State Library and the author of *Bite-sized Marketing, Realistic Solutions for Overworked Librarians.*