

MSLA Forum: January 2013

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President's Message

"Lead and Learn" with Your Administrator in March!

By Valerie Diggs, Director of Libraries, Chelmsford; Chelmsford High School Learning Commons

How many times have you wished your administrator understood just exactly what it is you do every day? How, even on the slowest of days in your library, you hit the ground running well before school starts and don't stop running until well after school has ended. Well, now is your chance to "Lead and Learn" right alongside your administrator at the 2013 MSLA conference on March 3 and 4 in Sturbridge. This year's conference features a "bring your administrator" theme at a no-cost registration fee and for a low-cost \$20 lunch fee.

As the president of MSLA, I urge you to take that scary first step and pop the question, ***"Will you accompany me to my state conference?"*** while also saying "This is totally on me, all-expenses paid!" Of course, no one really needs to know that all you had to pay was \$20 for lunch. Think of the mileage you will get out of this one, and the opportunity to have your administrator's attention for one entire day! This is almost unheard of during the normal school day or at any time during the year!



On Monday, bringing your administrator has two extra features. Barbara Stripling, the former Director of Library Services at the NYC Department of Education, and the President-Elect of ALA, will deliver our Keynote Address in the morning. At the end of the day, Barbara will moderate a panel discussion, "Why Invest in Your School Library – All-Star Administrators Tell All." Included on the panel are administrators from a variety of school districts in Massachusetts: Richard Langlois, Superintendent of the Saugus Public Schools; Patrick Larkin, Principal of Burlington High School; Anna Nolin, Principal of the Wilson Middle School in Natick; Nadene Stein, Principal of the Northeast Elementary School in Waltham; and Michael Wood, Superintendent of the Nashoba District Schools. As we all know, administrators need more reasons to invest in their school libraries now than ever before. Participate with your administrator and bring new ideas back to your school.



I hope I have convinced you to attend to our conference and participate in the opportunities to become an informed leader in your school. From Saturday night's "Speed Dating with the Author's" to Monday's closing administrator's panel, our two days in Sturbridge will be full of personal learning experiences. Topics cover everything from best books to best technologies and how to use them in our schools. Leaders must be learners. Don't be left behind. See you all in Sturbridge from March 2 to 4.

Until then, wishing you all a safe, happy, and healthy New Year!!

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From the Editor, Ann Perham



“Happy New Year!” So many times we say and hear that phrase, but what does it mean? Yes, it’s a fresh start...a new beginning, but what are YOU going to DO about it? For starters, reading this issue of the MSLA Forum is a positive note. I challenge you, in your professional life to zero in on a few ideas shared here and make them your own.

The possibilities are vast. [MSLA President Valerie Diggs suggests that we invite our administrators to the upcoming conference](#). It’s both a golden opportunity and a terrific deal. Included in this issue of the Forum are details of our Sunday and Monday programs, the Author Meet & Greet, and the [NEW!] Author Speed Dating. [Register NOW for the conference!](#)

Get inspired. MSLA members write articles to celebrate their successes, but look at it as a very generous effort to help you and your program. Sharing and helping are what school librarians are all about. Check out the articles on [Multiculturalism](#) (Judi Paradis), [Community Connections](#) (Sandy Kelly), and [Volunteerism](#) (Gerri Fegan).

Nooks?! eReaders?! AudioBooks?! If you have been waiting on the sidelines to see how the dust settles on these developing technologies, [Patsy Divver](#) and [Audrey Borus](#) have done you a tremendous favor by sorting through these “technology jungles.” For each topic, this is Part 2. They are terrific at sorting through the many questions. These are must reads!

How do you accomplish the goals of your **information literacy** curriculum within your program?

[Erin Dalbec’s article on the Grade 9 Information Literacy class at Wayland High School](#) is the kickoff for a **Hot Topic** series. Erin sought out the science teachers and they collaboratively developed a course for freshman. MSLA members will be receiving a survey asking how they are delivering their curriculum. The April issue of the MSLA Forum will feature members’ responses.

Members have shared their successes with Information Literacy delivery recently:

- Jen Thomas, 2012 winner of the Ellen Bern Pathfinder Award for her mini course, [Information and Digital Literacy](#) in the 2012 Forum PLUS "Digi Lit" is taught by the library media specialist and allows students the opportunity to become fluent in skills supporting our objective of cultivating independent and lifelong learners. Skills include library orientation, MLA format, website evaluation, the research process, note taking, plagiarism, and digital citizenship.
- [Teaching Information Literacy Skills on a Fixed/Flex Schedule by Christine Steinhauser](#) in the Forum Plus 2011.

So, make it a HAPPY new year.....make some positive changes!

Last Updated (Tuesday, 15 January 2013)

'13 Conference: Sunday Program

MSLA Annual Conference MARCH 2-4, 2013

Sturbridge Host Hotel and Conference Center, 366 Main Street, Sturbridge, MA

Lead and Learn

SUNDAY HIGHLIGHTS:

- Job-Alike Sessions
- Massachusetts Statewide Electronic Content Update
- Judging of the 2013 Bookmark Contest
- Exhibit Hall Opening Reception
- Author Meet & Greet
- Awards Ceremony at the Evening Banquet
- Dinner Speaker: Jack Gantos, *"It's All Personal, I Promise"*
- Sunday Symposiums presented by Pam Berger and Richard Byrne



PAM BERGER

Inquiry Teaching and Learning: Common Core, Primary Sources and Web 2.0 Tools

Level: All

Collaborative training session explores ways librarians can support and promote ELA Common Core Standards aligned with information fluency skills. Pam will share best practices for integrating primary source documents and educational technologies into research and learning. Learn how to support Common Core aligned research and instruction using cutting-edge technologies, enhance use of primary sources and facilitate 21st century learning experiences. Bring your laptop, tablet, iPad etc.



RICHARD BYRNE

Developing a Powerful PLN (Personal Learning Network)

Level: All

Librarians who want to expand their professional learning opportunities beyond the traditional in-service days, occasional conference, and graduate course, will be introduced to networks like Classroom 2.0, Educator's PLN, and Google Plus.



JACK GANTOS

Awards Banquet Dinner Speaker. ***"It's All Personal, I Promise!"***

From Violation to Redemption—circle my thematic book world from Rotten Ralph to “Jack Henry” and “Joey Pigza” to the Newbery Medal winning *DEAD END IN NORVELT* to my young adult memoir, *HOLE IN MY LIFE*. What do all these books have in common besides my pen, cats, characters, history, and lots of catharsis? Join me as I circumnavigate my own globe.

2013 Monday Program

MSLA Annual Conference MARCH 2-4, 2013

Sturbridge Host Hotel and Conference Center, 366 Main Street, Sturbridge, MA

Lead and Learn

MONDAY HIGHLIGHTS:

- Awards Ceremony at the Luncheon
- Lunch with an Author or your favorite vendor!
- Author Meet & Greet
- Announcement of the winners of the 2013 Bookmark Contest
- **Administrator Panel**, Moderated by Barbara Stripling, ALA President (3 to 4 PM)
"Why Invest In Your School Library: All-Star Administrators Tell All"
 - Panelists: Richard Langlois (*Saugus Superintendent*), Patrick Larkin (*Burlington Admin*), Anna Nolin (*Wilson Middle School, Natick, Principal*), Nadene Stein (*ortheast Elementary, Waltham, Principal*), Michael Wood (*Nashoba Regional, Superintendent*)

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JACK GANTOS: Read a Classic, Write a Classic: Picture Books from "Wild Things" to Rotten Ralph *Level: All*

All good writing begins with good reading, so let's take a look at classic picture books. We will sort out the writing elements that make a good book a classic. Learn how to teach, organize and write the future classic picture books.

JACK GANTOS: Today's Author Journals are Tomorrow's Literature! *Level: All*

Join Jack as he takes you from his childhood journals to the writing of the "Jack Henry" series of autobiographical stories. You can do it, you can do it, and so can your students. Find out how to bring engaging content and solid writing structure to your journals.

COMMUNICATE. CONNECT. COLLABORATE.

Jennifer Kelley Reed, Newton Public Schools *Level: Elementary*

Technology tools for expressing knowledge and understanding are at the heart of a 21st Century student-centered, student-driven learning environment. Using examples of student projects, participants in this session will learn about management strategies to integrate technology in a manner that will further engage students and enhance their literacy experiences. Program applications include, but are not limited to: iMovie, iPhoto, Kid Pix, Animoto, Wordle, VoiceThread, Weebly, Wallwisher, and Skype. Use of these tools enhances student learning while also developing the skills outlined in the Common Core. Join us to explore how today's students can create, communicate and connect with other learners.

iPADS & FREE AGENT LEARNING

Deborah Lang Froggatt, Boston Arts/Fenway High; Marie d'Ambruoso, Simmons Intern *Level: Middle, High*

A Free Agent Learner is self-directed, creates and share knowledge. This hands-on exploration integrates this learning with students' 21st Century Learning practices. Sample lesson plans, strategies for implementation and policies will be shared. If you plan on utilizing your own iPad, please download the free Nearpod app. 20 iPads will be provided for use.

SYNCED ELEMENTARY LIBRARY AND TECHNOLOGY PROGRAM

Laura Beals D'Elia, Dan Callahan, Pine Glen Elementary, Burlington *Level: Elementary*

The School Librarian and the Instructional Technology Specialist will share the results of our first year as the LTC with several projects, web presence, resources, and curriculum including the use of iPads and iPod Touches.

TWITTER FOR PROFESSIONAL DEVELOPMENT

Alida Hanson Weston High School *Level: All /Admin*

You can build relationships with educators from around the world through Twitter, one of the leading social media tools for professional development. In this BYOD session we'll actively use different modes of Twitter communication, follow top educators, use hashtags, participate in a tweetup, look at different Twitter clients for productivity and practice impeccable Twitter etiquette. Please bring your device. Follow me at @alidahanson.

PREREQUISITE: You must sign up for your Twitter account before the session starts. This will take 15-30 minutes. . Please visit [Twitter 2013](#) for instructions. This is really important—in person group sign-ups have failed in the past and I don't want it to happen at MSLA. URL for the Twitter MSLA doc is <http://bit.ly/112G4KH>

NOTABLE NONFICTION: USING NONFICTION TO ADDRESS COMMON CORE

Melissa Stewart, Children's book author *Level: Elementary*

Integrate nonfiction books into lesson plans meeting objectives of the Core Curriculum State Standards.

FAIR USE AND COPYRIGHT

Maria B. Kardick, Spring-Ford Gr 8 Center, Royersford, PA *Level: All*

This program will give an overview of the Copyright Law and how it applies to school environments.

TOUGH STUFF: CONTROVERSIAL TOPICS IN TEEN FICTION

Sharon Colvin, Youth Librarian, Chelmsford Public Library *Level: Middle, High*

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Books can be fantastic tools for exploring difficult topics, practicing empathy, raising awareness and starting conversations. Not every book is right for every reader, but how can you tell? Join public librarian and avid reader Sharon Colvin for a few tools on determining which books are right for your students. You'll leave with lists of good books to read and recommend, including realistic fiction and dystopian novels.

READING AS A WINDOW TO THE WORLD: MULTICULTURAL LITERATURE

Chris Swerling, Patricia Karam, Rachael Lundquist, Newton Public Schools *Level: All*

Participants will develop criteria for evaluating multicultural children's literature titles. Workshop participants will leave with a handful of strategies for promoting titles.

WHO SAYS YOU'RE NOT A READER?

Rochelle Garfinkel, Librarian, Christine Leonard, Middle School Teacher, Frontier Regional *Level: Middle, High*

See how a librarian and SPED teacher collaborated to help 7th and 8th grade students move from 3rd and 4th grade reading levels to 8th grade level in less than two years. Hybrid workshop: hands-on sample activities but not all participants need devices.

JOURNEY INTO THE PAST: MAKE HISTORY COME ALIVE!

Kathleen Benner Duple, author; Anne Broyles, author *Level: Upper Elementary, Middle*

How can librarians support teachers, enhance curriculum and engage students by interacting with works of historical fiction?

A UNIQUE PARTNERSHIP: EMPOWERING TEENS

Anita Cellucci, Westborough High School and Maureen Ambrosino, Westborough Public Library *Level: High*

Collaboration between the school library and public library can create a program that empowers teens as active members of Teen Advisory Board (TAB). Practical elements: mission, gaining support, formats, challenges and outcomes.

BOOK TRAILER BOOT CAMP: STORYBOARD TO FILM FESTIVAL

Erin Broderick, Lauren Dietz, Jen Toran, Newton Public Schools *Level: Elem., Middle*

Learn how a team of teachers collaborated to transform a traditional book report into a student-centered production using creativity, technology and innovation.

Author Speed Dating

*Saturday Evening at the Sturbridge Host Hotel
Advanced registration required; appetizers and cash bar*

Carolyn Cinami DeCristofano is the author of *A Block Hole is Not a Hole* (Charlesbridge 2012), which has been nominated for this year's Massachusetts Book Award in Children's/Young Adult Literature and which is included on the Best-of-2012 lists *Kirkus Reviews*, *School Library Journal*, New York Public Library, and Los Angeles Public Library. DeCristofano's other books include *Big Bang!* (Charlesbridge) and *Leonardo's ABC* (Museum of Science).

Laura Harrington is a playwright whose first novel, *Alice Bliss*, was the award winner in fiction in Massachusetts Book Awards for 2012. Telling the story of 15-year-old Alice Bliss, whose father is called up to serve in Iraq, and whose family undergoes radical realignments as it tries to compensate for the vacuum his absence create, Harrington's novel is a crossover work that high school libraries will want to know about.

John Lechner is an author, illustrator, animator and designer whose *Sticky Burr: The Prickly Pear*, a graphic story book, was a Massachusetts Book Award Must-Read Children's/Young Adult title in 2011. Now the Art Director at

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Fablevision, where he has worked for fifteen years, Lechner also designs online games and interactive stories that bring his creative visions to screen as well as page.

Lesléa Newman, award-winning author of books for readers of all ages, has most recently published *October Mourning: A Song for Matthew Shepard* (Candlewick 2012), for teens, and *Donovan's Big Day* (Tricycle Press 2011), a picture book which captures young Donovan's excitement on the day his mothers marry, an exuberant complement to Newman's ground-breaking, *Heather Has Two Mommies* (1989).

Melissa Stewart is the much-awarded author of more than 150 science books for children, including *Under the Snow*, a Massachusetts Book Award Must-Read Book for 2010, and *A Place for Bats* (Peachtree 2012), nominated for numerous awards, including this year's Massachusetts Book Award, soon to be followed up by *A Place for Turtles* (2013). Also new in 2013 will be *No Monkeys, No Chocolate* (Charlesbridge).

Author Meet & Greet

Meet 20 Area Authors!

These authors and illustrators will be available in the Exhibit Hall to speak with conference attendees and to answer questions. They will sign books and discuss the possibilities of visiting your school.

SUNDAY AUTHORS		MONDAY AUTHORS	
David Biedrzycki	Diane DeGroat	H. Louise Bernstone	Loree Griffin Burns
Jack Gantos	Wayne Geehan	Rob Buyea	Jef Czekaj
Grace Lin	Ralph Masiello	Stacy DeKeyser	Carol Gordon Ekster
Richard Michelson	Mitali Perkins	Marty Kelley	Deborah Kops
Heidi Stemple	Matt Tavares	Gregory Mone	Jane Sutcliffe



DAVID BIEDRZYCKI www.davidbiedrzycki.com

A commercial artist since 1980, his art has appeared in magazines, book covers, billboards, posters, juice bottles and even ice cream boxes. David has returned to his first love of writing and illustrating his own books in the *Lace Acewing: Bug Detective* and *Who Will...* series. He also visits over 70 schools a year sharing his work with aspiring writers, illustrators and readers.

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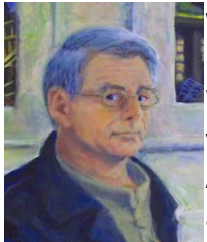
DIANE DeGROAT www.dianedegroat.com

Diane has illustrated over 130 books, many for well-known authors such as Eve Bunting, Lois Lowry and Johanna Hurwitz. Her best-selling picture books include Gilbert's *Roses are Pink, Your Feet Really Stink*, and *Trick or Treat, Smell My Feet*. Her most recent illustrations are for *Charlie the Ranch Dog*, written by Ree Drummond, a #1 book on the NY Times Bestseller list and the sequel *Charlie and the Christmas Kitty*.



JACK GANTOS www.jackgantos.com

2012 winner of the Newbury and Scott O'Dell Awards for *Dead End in Norvelt*, he won a Printz and Siebert Award for his biographical *Hole in my Life* and numerous other recognitions for his *Joey Pigza* and *Rotten Ralph* books. He developed the master's degree program in children's book writing at Emerson College, and teaches in the Vermont College M.F.A. program for children's writers. Jack will share his stories and great sense of humor as our Sunday dinner speaker.



WAYNE GEEHAN www.waynegeehan.com

Wayne Geehan has been illustrating books, board games, and jigsaw puzzles for over 20 years. His first venture into children's books was to illustrate three literary classics for Troll Associates, *Twenty Thousand Leagues Under the Sea*, *Journey to the Center of the Earth*, and *Men of Iron*. Wayne is best known for illustrating the *Sir Cumference* series, as well as *Cut Down to Size at High Noon: A Math Adventure*.



GRACE LIN www.gracelin.com

Grace's 2010 Newbery Honor book *Where the Mountain Meets the Moon* was chosen for Al Roker's Today Show Kid's Book Club and was a NY Times Bestseller. *Ling & Ting*, Grace's first early reader, was honored with the Theodor Geisel Honor in 2011. Most of Grace's books are about the Asian-American experience because she believes, "Books erase bias, they make the uncommon everyday, and the mundane exotic. A book makes all cultures universal."



RALPH MASIELLO ralphmasiello.com

Ralph has illustrated for magazines, newspapers and books, created posters and prints, and shown his fine art paintings in galleries throughout the world. Affectionately known as 'The Icky Bug Man' - he has illustrated *The Icky Bug Alphabet Book* and *The Flag We Love* among others. Since 1987, he has visited over 2,300 schools all over the world inspiring him to create his unique "How to Draw" book series. Most recently the Ralph Masiello's *Farm Drawing Book* and *Ralph Masiello's Halloween Drawing Book* have been added to his repertoire.



RICHARD MICHELSON richardmichelson.com

Rich is a prize-winning author whose poetry has been praised by Nobel Laureate Elie Weisel as "deeply moving." In 2009, *As Good As Anybody: Martin Luther King* and Abraham Joshua Heschel's *Amazing March Toward Freedom*, was awarded the Sydney Taylor Book Award Gold Medal from the Association of Jewish Libraries, and *A is for Abraham* was awarded the Silver Medal. For the first time in the award's 41-year history one author was honored with their top two awards.

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MITALI PERKINS

www.mitaliperkins.com

Born in India, Mitali writes books that bridge cultures and speaks about the life-changing power of story. Her titles include *Sunita*, *Monsoon Summer*, *Rickshaw Girl*, and the *First Daughter* books. *Bamboo People* was a Junior Library Guild selection and an ALA Top Ten YA Fiction pick. She also maintains an active blog, "Mitali's Fire Escape."



HEIDI STEMPL

www.heidistemple.com

It wasn't until she was 28 years old that Heidi joined the "family business," publishing her first short story in a book called *Famous Writers and Their Kids Write Spooky Stories*. Heidi is the little girl in her mother Jane Yolens' *Owl Moon*. She has published more than a dozen books and numerous short stories and poems for children including *The Barefoot Book of Ballet Stories* and *One If by Land: A Massachusetts Number Book*.



MATT TAVARES

www.matttavares.com

Matt's first book, *Zachary's Ball* started as a senior thesis project and went on to win an Oppenheim Gold Seal Award, a Massachusetts Book Award Honor, and was named one of *Yankee Magazine's* 40 Classic New England Children's Books. Since then, Matt has published eleven more books. He is the author-illustrator of *There Goes Ted Williams: The Greatest Hitter Who Ever Lived*, *Henry Aaron's Dream*, *Mudball* and *Oliver's Game*, and the illustrator of *Lady Liberty: A Biography*, *Jack's Path of Courage: The Life of John F. Kennedy* and others.

MONDAY AUTHORS



H. LOUISE BERNSTONE

www.peppertonschoice.com

H. Louise Bernstone is the author of *The Domed Bug*, *Adventures Beyond the Back Yard*, and *The Bakery Caper*. She is a lawyer and retired judge, writing poetry about animals and life from her home on the beautiful Isle au Haut in Maine. She also donates to animal shelters from her small dog-biscuit company. She considers writing an enjoyment and an adventure. In addition, Bernstone provides story times in schools and libraries.



LOREE GRIFFIN BURNS

www.loreeburns.com

With a Ph.D. in biochemistry Loree says, "Writing books about science and scientists for children is the perfect career for me. The process draws on all my passions: researching topics and interviewing scientists, finding the story and putting it on paper, bringing the finished product to children through school and library visits. It's my dream job!" Her books include *Tracking Trash*, *The Hive Detectives* and *Citizen Scientists*.



ROB BUYEA

robbuyea.com

Rob taught third and fourth graders in Connecticut before moving to Massachusetts, where he teaches biology and coaches wrestling at Northfield Mount Hermon School. Having lots of students and experiences to spark his imagination, *Because of Mr. Terupt* became his first middle grade novel. It is a nominee for this year's Massachusetts Children's Book Award. *Mr. Terupt Falls Again*, the new companion book to the first title, was released in the fall of 2012.

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JEF CZEKAJ

www.czekaj.com

Jef is a cartoonist, children's book author and illustrator, and musician. He has illustrated 4 books, and written and illustrated 5 picture books and one graphic novel. His books, *Hip and Hop, Don't Stop!*, *Cat Secrets*, *The Circulatory Story*, and *Yes, Yes, Yaul!*, were all chosen as Junior Library Guild selections. *Cat Secrets* was a finalist in GoodReads Best Books of 2011 and *A Call for a New Alphabet* was named a "Must-Read" book by the Massachusetts Center for the Book.



STACY DEKEYSER

stacydekeyser.com

Stacy DeKeyser spent her childhood summers reading at the library. The author of two middle-grade nonfiction books, *Sacajawea* and *The Wampanoags*, Stacy has since turned to writing fiction for middle graders. Her YA novel *Jump the Cracks* was nominated for Michigan's Truman Award. Her most recent book is *The Brixen Witch*, an updated Pied Piper story, given a starred review from *Kirkus*.



CAROL GORDON EKSTER

www.carolgordonekster.com

With 35 years as a fourth grade teacher and a Masters in reading and language, Carol frequently used picture books with her students to help them understand a new concept or reinforce something they studied, whether it was math, health, social studies, or science. She didn't even realize she was doing the prep work to becoming an author: read, read, read. Carol's titles include *Ruth the Sleuth* and *The Messy Room* and *Where am I Sleeping Tonight? A Story of Divorce*.



MARTY KELLEY

martykelley.com

Children's author and illustrator Marty Kelley is known for writing picture books such as *Twelve Terrible Things*, *The Messiest Desk*, and the Ladybug-nominated *Winter Woes*. Having recently left the action-packed world of teaching second grade, Marty is now able to pursue his writing and art full-time. He brings his years of teaching experience to his high-energy, fun-filled presentations.



DEBORAH KOPS

www.deborahkops.com

Highlighted this year on the tv show *Chronicle*, Deborah has written *The Great Molasses Flood: Boston, 1919*. *School Library Journal* says, "This briskly paced recounting of the disaster focuses on the human element—the people involved, their lives disrupted and never the same thereafter.... the engaging narrative paints a very different picture of the Roaring Twenties than is typical."



GREGORY MONE

fishthepirate.com

As a freelance magazine writer, Gregory has written articles about intelligent robots, Irish mythology, cartoons, and alternative energy for many publications. *Fish*, a pirate adventure story, is his first middle grade novel. He has also written two books for adults, *The Wages of Genius* and *The Truth about Santa: Wormholes, Robots, and What Really Happens on Christmas Eve*.

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JANE SUTCLIFFE

www.janestucliffe.com

When Jane was 10 or 11, she spent a whole year reading nothing but biographies just to get a peek at how other people lived day to day in different times and places! When she became a children's writer, her first two books were biographies of Olympic athletes. To date, she has written a whole series called *History Maker Biographies* which includes *President Obama*, *Abigail Adams*, *Walt Disney*, *Amelia Earhart* and others. Her latest release is *Leonardo's Monster*

2013 Legislation Day and Breakfasts

by Kathy Lowe, MSLA Executive Director

There are two opportunities coming up soon for school librarians and school library supporters to advocate for our programs.

MSLA and MLA will once again join forces at the **State House in Boston on Tuesday, March 26** to advocate for all types of libraries in Massachusetts at our annual **Library Legislative Day**. This year, all MSLA and MLA events will be held together in the Great Hall, starting with breakfast at 9am. MSLA will kick off the festivities with our annual **Bookmark Contest Awards** at 10am, followed by MLA's presentation of their Advocate Award. After lunch, where library supporters and legislators can dine together, librarians will disperse to call on their legislators in their offices to enlist their support of our state's libraries.

MSLA members will be asking legislators to support our bill, soon to be refiled by Rep. Garballey from Arlington, seeking to form a commission at the DESE to study the state of school libraries in Massachusetts and develop a long-rang plan to ensure that all students have equal access to school library programs.

Leading up to Legislative Day, several **Legislative Breakfasts** are scheduled across the state where library supporters can meet with their local legislators. Please try to attend a breakfast near you and ask to speak on behalf of school libraries. They are early enough in the morning that you might be able to arrange to be just a little bit late to school that day. You can register using the email addresses below.

2013 Library Legislative Breakfast Schedule [removed]

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Celebrating Multiculturalism by Judi Paradis, Plympton Elementary School, Waltham



The Plympton School Multicultural Committee describes itself as “a group of teachers and parents who work together to promote, in a caring and enthusiastic way, the value of diversity in a community that is child-centered,” and I have been lucky enough to co-chair this group for the past seven years.

Our committee serves a K-5 school with an enrollment of approximately 450 students. The student body is approximately 45% white, 35% Hispanic, and the remaining 20% are African-American (primarily Haitian) and Asian (primarily Chinese). Between 30% and 40% of our students are English Language Learners, and approximately 40% are low income. The Multicultural Committee works to celebrate and share the differences among us, and to help those new to our country feel welcome.



One of the ways our committee reaches out to our school community is with a comprehensive study of a continent each year. We realized a few years ago that there are six years of elementary school, and six inhabited continents. By studying a continent in-depth each year, we can allow every student a chance to share his/her culture during their time at our school, and we can help all the students to travel the world over their K-5 education.

Continental studies require a lot of planning, and the Multicultural Committee meets for a day during summer vacation and monthly during the school year to plan activities and events, and to gather resources. Some of the activities that we support annually include:

- Cultural performances of dance, music, and theater, which are often supported with grants from our local cultural council
- Reading events that celebrate specific cultures, such as the African-American Read-in sponsored by the National Council of Teachers of English; Dia de los Libros/Dia de los Ninos sponsored by REFORMA; and several of our own home-grown events such as an Australian “read at the beach new year party”
- A fine arts night each spring featuring music, dance, artwork and photography from the continent we are studying
- A cultural-sharing day where experts from the countries we are studying (often parents and other community members) can come in and share photos, games, and stories
- A display board in our lobby that features student work influenced by our continent of study, as well as information about students in our building with ties to the continent
- A community service project that students vote to support each year on election day from charities pre-selected by the committee;

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our students have raised funds to support African water purification, a game preserve for kangaroos, a shelter for Guatemalan teens, and earthquake relief for Haiti and China. This year students are fundraising for a group called Coaches Across Continents that promotes social change through soccer programs in Africa. Our students typically raise over \$500 annually using piggy banks designed to look like the houses one would find on the continent. This year, we are turning our lunchtime milk cartons into South African Ndebele houses.

- A multicultural book donation program that helps build the library's collection of multicultural materials

So many activities require lots of cooperation among the staff, and much support from teachers and parents. There are many ways the library program contributes. I work with the teachers throughout the year to help provide curriculum support and determine where we can authentically integrate our continent of study. For example, students in grade 4 do a unit on folktales from our continent each year, and also do a major immigration project. Students in grade 3 study animal adaptation, and we typically feature animals from our continent.

Author studies, read-alouds, and other literature projects also can be set up to feature the continent we are studying. Library volunteers have also jumped in to coordinate our school display board, and they interview a student each month from the continent under study. This year our board has featured information about students from Rwanda, Kenya, Zimbabwe, Morocco and Algeria. These students become instant celebrities in our building.

The library supports a monthly book buddy program where second and fifth grade buddies come in to read together, and projects often include fiction, folktales, or informational texts about our continent. The library also features lots of the literature related to the continent each year through book displays, book talks, and our book donation program.

Finally, I meet with our literacy coach and reading specialists to plan reading celebrations throughout the year, and these often feature a theme related to our continent of study. Just before the December vacation this year, we sponsored a Wild About Reading New Year Party. We invited parents and community leaders to come in and share books and crafts related to African animals.

Libraries are the cultural centers of our schools, and strong participation in our Multicultural Committee makes this clear to students, teachers, and parents. It provides a natural way to connect with our patrons. It is incredibly satisfying to use the library resources to help our students to learn about their peers and celebrate their cultures. For more information about our program, please take a look at our committee's wiki at <http://plymptonmulticultural.wikispaces.com>, and jump in and start your own.

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Connecting to the Community by Sandy Kelly, Carisle Public School

Over the years, schools develop traditions that become a part of the culture of the school. One such tradition has developed at the Carlisle School Library. Each year, the Concord Museum celebrates children's literature with the "Festival of Family Trees." This year 36 trees, in all shapes and sizes, were decorated in the theme of a specific children's

book. Authors Jane Yolen and her daughter Heidi Stemple were the 2012 honorary chairs.



Our library became involved a few years ago because some of our volunteers were helping to organize the museum event. One volunteer brought her tree to our school library, fully decorated with colorful, handmade *Rainbow Fish* decorations and a matching tree skirt. It was so festive and the kids enjoyed seeing it. I purchased a small tree and each year, my students help me decorate it in a variety of ways. This year our tree's theme was *Stars*, one of the book titles. We simply cut out stars and glued color copies of the book titles we owned. I get the book list from the museum in advance to make sure we have many of the books. Though the museum has this event every December, the

trees simply celebrate books.

The books ranged from poetry, to the classic *When We Were Young*, the contemporary *Balloons Over Broadway* and of course Jane Yolen's *Switching on the Moon: A Very First Book of Bedtime Poems*. Heidi Stemple and her friend and illustrator Jeannie Brett (right) decorated their



own tree based on their joint venture, *One if by Land, A Massachusetts Counting Book*. In the photo, Jeannie and Heidi pose by their tree strategically located close to the actual lantern Paul Revere was said to have used to signal before his historic ride.



own tree based on their joint venture, *One if by Land, A Massachusetts Counting Book*. In the photo, Jeannie and Heidi pose by their tree strategically located close to the actual lantern Paul Revere was said to have used to signal before his historic ride.

This year, the museum had a special day when six of the book authors or illustrators were present and signing their books. Jane who has published more than 300 books sat beneath the huge *Story Tree, Tales*

to *Read Aloud* with a steady stream of families, teachers and book lovers waiting to meet her. Illustrator Ilyse Plume also decorated her own tree, Lynn Plourde sat beside the *Mountains of Mittens* tree and beloved Grace Lin sat quietly with her sweet baby daughter signing *Bringing in the New Year*. Grace also signed my copies of *Where the Mountain Meets the Moon* and *Starry River of the Sky*.

What a wonderful event! A fantastic festival of the books we love, handcrafted decor amidst the history of our country, sprinkled with children, gleaming with curiosity. It runs each year during the entire month of December and is a “thumbs up” take!

How I Snagged a Math Teacher

by Rachel Costello, Pentucket Regional High School

Proximity and Relationship Building

For six years, I longed to include the Math teachers into my library program. I call it a desire rather than a goal, because I was not actively seeking them out, but after six years I finally snagged a math teacher. The title of this article indicates that I actively lured this math teacher to the library, but that isn't exactly true. The relationship began when Jodi Farrell was assigned a duty in the library to cover my prep period. She was a first year teacher who had transitioned to the classroom from her position as a paraprofessional. So I knew her, but not well. As a result of seeing each other every day we



developed a relationship. The tipping point came one day when I was highly stressed trying to finish a project. She came to relieve me, and before I could get to my office she asked “Rachael, do you know anything about Excel...specifically how to graph a linear equation that shows the trend line?” Did I mention I was really busy! I wanted to brush her off and say “No” and just get to my office to finish my project, but my gut was screaming “this is your chance to break into the Math Department!” I turned to her, and said, “I know the basics of Excel.” That period I put my research aside. She showed me what math problem she wanted graphed, I showed her how to get the graph, and after watching a YouTube video together we figured out how to display the trend line. The next day, I taught each of her five classes how to graph a linear equation.

Build On a Good Thing

The collaboration didn't stop there. Several weeks later she had another project where students needed to graph a range of data, this time with two lines again with the trend lines visible. Together we figured out how to graph a quadratic equation, and again I taught her classes. Later in the year she had her students do a “Math in Real Life” research project. She wanted students to take a passion of theirs and show how math applied. They could choose any topic: sports, beauty, art or do biographical research on a mathematician. My first weeding task six years ago

MY
TURN

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when I became the librarian was the 500s section, so this year even though my book budget has shriveled to nothing, she was raving about the math collection and how it was perfect for this project. At the end of the year when all the seniors had gone, she had her remaining students create children's math books. As she was telling me about this, I got all excited and said "we should publish them online!" I then showed her www.scribd.com and we immediately set up an account for her class. This time, she taught her classes how to use Scribd for one of her administrative observations. At the end of the year she was telling me that her students were upset to be using the same textbook as years past, and I was able to suggest an E-book provided by the state: Real Life Math as part of the Gale Virtual Reference Library. My commitment to universal design led me to create a screencast video tutorial on how to graph **linear** and **quadratic** equations in Excel. This fall I still taught her classes live, but then emailed the links to the video tutorials which she posted on School Loop (our student learning management system) for students who needed more instruction, and for students who were absent.

Feed the Lunchroom Chatter

I have found that if the library can get worked into the lunchroom chatter then other teachers get inspired. Jodi shared her library success, and that led other teachers to ask for help. So after five years of numbing silence from the Math department, all of a sudden I had the statistics teacher asking about finding research studies for his students to analyze, and the Geometry teachers inquiring about resources on MC Escher, all because I knew how to insert a graph in Excel.

This I Know This Much is True

Modern school librarians are so busy it's hard to stay focused on one's GOALS when the daily To-Do list is demanding attention. My goal from the beginning has been to teach and collaborate. My gut was screaming "remember your goals" when Jodi first asked for help. COLLABORATION is built on friendliness and trust, so first I had to build a personal relationship allowing Jodi to feel safe enough to ask for help. PROXIMITY has been the key to many satisfying collaborations. If we don't already have it, we need to find ways to spend time with teachers. Teachers love to talk about teaching and that's where opportunities arise. Reach-out to NEW TEACHERS; their filing cabinet is empty, and are more likely to accept your assistance. SEIZE AN OPPORTUNITY! The day the Excel question came I was so busy and I could easily have brushed Jodi off, but my goal has been to teach and collaborate and in that moment I decided that collaboration was more important than the committee research I had planned to finish. Lastly, it's ACCEPTABLE not to know everything; it's UNACCEPTABLE to not be willing to learn something new. I could do basic Excel functions, but I'm a librarian! I know how to learn, how to connect, and how to teach.



INFORMATION LITERACY?

Editor's Note: How do you teach Information Literacy in your school? Erin Dalbec kicks off this Hot Button Issue, with a reflection on her innovative grade 9 class. At your school, how do you address the curriculum goals of Information Literacy? MSLA members will receive a survey via the listserv, to invite comment. Hopefully, it will inspire other members to contribute reflections on their programs, whether traditional or trend-setting. In the April issue of the Forum, look for members' input.

Reflections on the 9th Grade Information Literacy/Science Class

by Erin Dalbec, Library Teacher at Wayland High School

When I started working at Wayland High School over three years ago, I noticed that many students did not know how to find books in the library, access e-reference books or how to properly evaluate websites. Last year I worked with the Technology Specialist to develop a library research class that was not taken very seriously by our students because it was not a "core class".

So, this past summer, I approached the science department and discussed the idea of collaborating on a research project to teach and strengthen our students research skills. The science teachers agreed to let me co-teach the research part of their freshmen research project. They felt that in the past they never had enough time or expertise to teach these skills to their students. I felt the students would be more invested in my class if it also counted towards their grade in science-- this would be a win-win for both the science and library programs.



This Fall, all of the ninth graders, half in college physical science and half in biology took the new mandatory information literacy class during first semester. I taught 18 sections, once per cycle (we are on an eight day rotation); and I had almost 200 students. I am lucky that I have a library

assistant because I would have never been able to pull myself away from the library without her help.



Since I was only able to teach each class once a cycle, I used the hybrid model: an online class once a cycle where they learned the basic skills in our upcoming lesson and then an in-person class where they mastered the skills they learned online. I created screencasts to explain most of the concepts and I used It's Learning for our learning portal. I broke down the

curriculum into eight classes which included lessons on: how to use Destiny to find books and websites, how and why to use our databases, evaluating websites and Wikipedia, plagiarism and citing sources using Noodletools,

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Google Apps, fair use, copyright, Creative Commons and project synthesis.

The course recently ended and here are my takeaways based on my experience and my students' evaluations:

The Good

- Becoming a better library teacher. I taught between 3 and 5 classes each day, often times teaching the same content over and over again; this helped me to refine my lessons.
- Proximity to the library was helpful. I taught in a classroom that is attached to the library which gave the students easy access to our resources.
- All ninth graders now know my name and that they can see or email me for research help and reading suggestions.
- Accountability. The students received a letter grade in my class and our final project was also graded by their science teacher.

The Bad

- No time. There was no time for me to work in the library: no collection development, reader's advisory or helping students outside of class.
- Grading was extremely time consuming.
- Not a true collaboration. The lack of time made it difficult for me to meet with the science faculty regularly. The classes met outside of the science classroom so I did not co-teach and sometimes there seemed to be a disconnect on who was responsible for certain parts of the project.
- Due to the one class per cycle schedule, skills were sometimes forgotten by the students.
- Too many students and classes- it was almost impossible for me to get to know my student's names let alone their personalities.

The Future

Re-designing the curriculum. The Honors level students did not need the same focus on basic skills. I would adjust the amount of classes for these students so that they do not get bored. On the post-class evaluation, they suggested giving them more time to work on bibliographic instruction and using databases. They need less time on web evaluation.

Continuity. I am hoping that now that all ninth graders have taken this class their teachers will continue setting high expectations for their research (properly formatted bibliographies and using authoritative sources). I plan to meet with all departments to inform them about how they can help leverage our students' skills on their upcoming projects.

Get Involved: Volunteer!

Volunteers Give the Best Gift, Themselves

Posted in the AASL Blog, December 12, 2012

by Gerri Fegan,
Massachusetts School
Librarian and AASL volunteer



About eight years ago, I received this lovely, faded Kanga cloth from a family in Esabalu, Kenya. It said in

Swahili: "Naamini katika roho ya kugawana na naamini sisi ni nini sisi ni kwa sababu ya wale walio karibu nasi." Or at least I think that's what it said because the letters around the outside edge had faded from years of being displayed on their wall. The translation is supposed to mean: "I believe in the spirit of sharing and I believe we are what we are because of those around us." As the school librarian at Amesbury Elementary School, I had just completed working on a United Nations Sister Libraries project of building a school library at Ebussamba Primary School in that village. The family I stayed with offered to share with me everything they had (which, of course, was very little) simply because I was there to help. It didn't occur to me then that it would be an adventure that I hope never stops.



You see, up till then, here at home, I would volunteer for various tasks with organizations: blood drives, walkathons, telethons, etc., which would all come to an end when dollar amounts were reached or miles were accrued. The rewards were bumper stickers and tee shirts and all-around good feelings. Kenya changed all that. It made me realize that every little thing I did to help added up to a great big help! The trip to train librarians in the new school library turned into distributing school uniforms, which turned into coaching the village youth theatre troupe, which turned into helping send some students to university, which helped the first girls at a Kenyan private academy to graduate from high school without being mutilated, which became...well, you get the picture. I learned that volunteering does not have to have a final reward, and rewards are not the reason to volunteer. Volunteering is one small help after another.

When I learned that my Massachusetts School Library Association needed someone to help with a bookmark project for students, it was easy to say, "I can help with that." And, of course, I stayed because I saw places where I could help with other projects. I love being able to join in activities where it is possible to see the beneficial results, and to inspire others to work as a team to make changes to help others. It's infectious! As a matter of fact, my family and friends are all part of my volunteerism, and they are now volunteering in their own causes by

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simply doing a good deed for someone who needs it – an hour, maybe once a week, a phone call or food delivery. It is just a part of life, just a part of the world in which we live. That’s not to say that some efforts don’t work out as planned, but that’s life too. Believe me, some efforts are not successful, but working in a busy school, taking care of family illnesses, trying to stay fit, all of it is just one more part of life. I can’t imagine a day when I can’t offer to help someone with something. Today, I’m part of seven national organizations where I can give of my time, four regional and state organizations where I can help in some way, and about ten different local civic causes where I share my skills about once a month. It works out.

I am able to set my own limits about what I can give in time and effort, and yes, I do say no sometimes. Let’s face it: school librarians are not rich people! I can spare an hour, an email, a car ride, a piece of clothing, a shoulder to cry on, or even better – an idea! Volunteering to help whenever and wherever has cost me little financially, and has provided others help, sustenance, emotional strength, piece of mind, or employment opportunities. Kenya was an epiphany. Here were families with only the clothes on their backs and eggs from their hens to eat who shared it without even blinking an eye simply because that’s how they live as a community. I like to think that volunteerism is the golden thread that keeps the Kanga cloth of humanity together. I have passed this on to my family who will pass it on to theirs. My daughter has a tee shirt that says, “Sorry, Yoda. There is definitely a try. **Volunteer today.**”

Nook Books, Part 2 by Patsy Divver, Millis Jr-Sr High School



Editor's Note: This is the second part of Patsy's saga with eBooks and Nooks. In [Part 1, "My Experiences with eBooks and Nooks....So Far"](#) Patsy was quite frank: "I admit it: I am a book person, as in "print," not "electronic." However, the 21st century student walks, talks, texts, reads, and breathes with a device. Hence, the library either has to upgrade or outsource. Fortunately, last June I received funds to help improve our collection and put the power into the pages and thus began my quest for the best solution. The story has yet to be finished, as we are still updating, adding, and refining. This is a basic start for beginners, from my personal experience with comments from colleagues."

This past December, I worked with my Customer Representative, Mary Cliff, from Bellingham Barnes & Noble to hold a discussion about the use of the Nooks in schools. Although there was much interest in attending, the group was rather small. Still we had a good meeting and this is the summary of our discussion.

Four librarians/teachers came to the meeting: Judi Bohall (Worcester, grades 7-8), Susan Luckowski (Uxbridge, grade 3 teacher), Patsy Divver (Millis, grades 5-12) and Sharon Lux (Fay School, grades 3-9). Our B&N Customer rep, Mary, provided the refreshments and the technical input.

Judi just received both the “Simple Touch” Nooks as well as Nook tablets for her school. Presently, they do not go home with students. However, the teachers like them and she wanted to purchase even more devices. She was interested in learning how others used these in classes and what policies were in place.

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Susan has been using a Nook in her classroom for a number of years, and is hoping to acquire more to use for additional teachings. At present, she is using them for guided reading and math skills and students share them. The Nooks do not go home but have been very successful in encouraging students to read. She has found that, with the success of this device, many parents were buying students Nooks to use in the classroom. She was also interested in both using them and the availability of apps to support reading.

Patsy has six Nook Tablets in the library and they are primarily used for book groups, although students are also using them in the library for web-based projects (such as ITS Learning.) The Nooks are allowed to go home with a signed AUP by students and their parents.

Sharon did not have any Nooks but is looking into the possibility of purchasing some.

Overall, we discussed the advantages of having these ereaders in the schools and library. They do encourage reading with students who might not want to read a book, as they offer different platforms and capabilities for reading. Mary Cliff noted that there are new options. Librivox is a collection of free audiobooks (read by volunteers). Nearpod is a solution for using iPads, iPods and iPhones in the classroom. Overdrive is a distributor of econtent.

One person had interest in using the Nooks for Jr. Great Books, although the JGB program was not presently in ebook format. That possibility could be explored with both Nook and JGB as these educational elements are still in the developmental stage.

Patsy suggested creating a 'Nook cart' to share among teachers, using the nooks for reading purposes. This allows teachers to 'sign up' for times to borrow the cart and will give more use to a smaller number of Nooks, if funding is an issue.

It was also suggested that librarians ask their patrons to donate older Nooks to the library for use as readers. In addition, as Susan discovered, more parents might be interested in buying Nooks for the school library if they were presented with evidence of how they can be used to create successful reading programs.

We discussed the various types of Nooks available: The Simple Touch is the most affordable, but is only a reader and cannot provide the functionality (and color) of the newer versions.

Most of us preferred Nooks over other e-readers because of the ease of dealing with Barnes and Noble. We all are able to use purchase orders with B&N and set up a simple credit card account. Moreover, the advantage of having a face-to-face resource person is something we all liked: if there is a problem with a Nook, there are tech people in the stores ready to help you.

Mary demonstrated the Nook HD for us, and although it's the most costly, the 9" screen is very readable. There are variety of apps available for the Nook HD to satisfy almost any school need. Nooks



cost much less than iPads, but the iPad is more versatile, having both Nook and Kindle apps available. For schools, however, the barrier is the need to establish accounts in order to purchase e-content. We all liked the high-end Nooks, but at this point, the high cost makes the simple eReader an attractive option.

All in all, we enjoyed connecting and sharing ideas. We would like to do this again, and welcome more people to join the discussion. EReaders are a part of student learning but the industry is still developing.

eReaders, Audio Books Part 2

Editor's Note: This is Part 2 of a 3-part series. Audrey takes the topic of e-books and audio books from the MSLA listserv topics and explores the many aspects of the technologies.

by Audrey Borus
Meadowbrook School, Weston

In June 2012, the Pew Internet and American Life Project published a report entitled “Libraries, Patrons and E-books.” The report examined the future of public libraries vis-à-vis the advent of electronic holdings. Overall most librarians who took part in the study thought that e-books were a good thing for libraries and for the advancement of reading. They just weren’t exactly sure how libraries of the future might function with them (Zickuhr 8). If the threads on our listserv are any indication, school librarians are no different. How do you start a collection? Will your library provide devices and if so, which ones? How to deal with the thorny issue of licensing and use limitations? Though e-books have been around for close to a decade, the issues surrounding their acquisition and use are no less murky. Before diving into the electronically-delivered materials pool, I decided to do some research.



What exactly are we talking about?

An e-book is a textual work of fiction or nonfiction that can be downloaded and viewed on an electronic device such as a computer, e-reader (think Kindle, Sony Reader, or Nook) or other electronic device such as a mobile phone. E-books may include hyperlinks and hypermedia, such as electronic dictionaries. Strictly speaking, an e-book does not include audio, but there’s a blurring of lines. Services such as OverDrive and NetLibrary offer both text and digital audio content; in fact, these vendors started out providing only textual content. Other services such as Sylvan Dell Publishing offer a combination of text and audio content. And some of the devices available for reading e-books offer an auditory component that a reader may turn on or off. Suffice it to say, there are a number of permutations and enough confusion to cause Sue Polanka, head of Reference and Instruction at Wayne State University to liken e-books to a pomegranate: complicated and messy (Polonka and Springs 67).

Evolution of the e-book

Some believe that Michael Hart, founder of Project Gutenberg www.gutenberg.org, produced the first e-book in 1971 when he digitized the Declaration of Independence and put it online. But reading online didn't really take hold until the mid-90s when experts everywhere were proclaiming that the printed text as we know it was destined to become as obsolete as vinyl. According to Geoffrey Little of Concordia University in Montreal, this was about time that booksellers like Barnes and Noble and publishers like Penguin and Random House "got in on the act along with scholarly organizations like the American Council of Learned Societies who launched the Humanities E-Book Project www.humanitiesebook.org" (Hane and Little 536). Moreover, Little points out, more and more library users engage with printed material in a variety of ways: personal computers, iPads, e-readers and mobile phones to name a few.

While most libraries have traditionally offered a variety of materials such as books, magazines, and CDs, adding computers and electronic devices into the mix seems to introduce a whole new level of complications. To wit: in a response to Jessica Pollock's (Greenfield High) November, 2012 post on the MSLA listserv about using laptops in the library, an MSLA member listed the following problems:

- If you are having a class come to the Library to use laptops, it is best for you to prepare them up prior to the classes arrival. This usually takes 10 to 20 minutes to set up 20.
- I usually will load the web page if the class is using a specific site.
- It is necessary to end the class 10 minutes early to shut them down (PROPERLY) and to return them to the cart.
- The batteries usually die after the first year and then you have to plug them in. I have power strips.
- The laptops need to be plugged back into the chargers so that they will be ready for the next class.
- Sometimes, the laptops lose connectivity because of network issues.
- You really need teacher cooperation too.

Donald J. Leu *et al.* of the University of Connecticut examine what they call "new literacies," noting three important points to consider as technology enters our classrooms:

First, the meaning of literacy is not static; rather it continually changes as new forms of technology appear. To illustrate this, Leu uses the linguistic concept of *deixis*; that is, the notion that words change meaning as their context changes. For example, the word *today* becomes *yesterday* after 24 hours or if the speaker crosses the International Date Line (6). Similarly, "[t]o be literate today often means being able to use some combination of blogs, wikis, texting, search engines, Facebook, FourSquare, Google Docs, Skype, Chrome, iMovie, Contribute, Basecamp, or many other relatively new technologies, including thousands of mobile applications, or "apps." To be literate tomorrow will be defined by even newer technologies that have yet to appear and even newer social practices that we will create to meet unanticipated needs" (6).

Second, online reading is not isomorphic with offline reading. It requires new and different comprehension skills. As studies such as the Rand Reading Study Group have shown, "Electronic texts that incorporate hyperlinks and hypermedia introduce some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional,

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linear print”(36). Leu points out that many people mistake reading a webpage, which is largely static and much like reading in print, with true online reading. In fact, online reading is “a process of problem-based inquiry across many different online information sources” (7). The skills that he and his colleagues enumerate are remarkably similar to those promoted by AASL in its Standards for the 21st-Century Learner <http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>: critical thinking, evaluation, synthesis and sharing of information.

Third, public policy has not kept pace with the changes taking place as students move from reading on a page to reading on a screen. In Leu’s estimation, this is most critical as evidence suggests that though young people are online a good portion of their day, they are not very skilled in their ability to locate and critically evaluate the information they find there (8).

As of today, most of the research on e-books is about reading for information, not pleasure. The Pew study mentioned at the beginning of this article is one of the more recent studies dealing with public libraries, and what it suggests is that there are still many kinks to work out. As publishers scramble to mirror the logistics of the print model, libraries and their patrons are caught in the middle. While libraries ramp up to offer more and more titles, more and more people are opting for digitally delivered materials, which increases wait time for items.

Part 3: In the April issue of the MSLA Forum, I’ll report on some ideas for developing and expanding an e-book collection in a school library.

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Member News



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