



FALL 2012 VOLUME 9

FORUM

Massachusetts School Library Association

<http://www.maschoolibraries.org>

School Librarians Have IT

by Valerie Diggs, MSLA President

When addressing the Executive Board of AASL for the first time as our new president, Susan Ballard told us that the mantra of her presidency would be "School Librarians Have IT." What is "IT?" My first reaction was "Instructional Technology." Susan, however had a very different definition:

Innovation Leads to Transformation

Susan's report continued:

My presidential focus is that "School Librarians have IT." We bring critical *innovation* that leads to opportunities for *transformation* of our learning communities. All of those committed to the work of the association recognize that we have challenges to address and work to do in the coming year, but we also recognize that we have a unique opportunity to press home the value of our profession and to positively impact the future. Let's do IT!

And now for the big question. What should this mean for us, as school librarians, working hard to make a difference in student's lives?

Innovation:

This is the new creativity. This is where our school librarians should excel. If our libraries are ONLY spaces where students go to find a good book or a piece of information from a print or an online source, then we will become obsolete in a few years. School libraries must be places of community and culture, where students head when they need a friendly face, a welcoming atmosphere, or space to collaborate, create, and just think. We can offer students

all the latest and greatest technological tools, up-to-date print collections, and current and relevant online resources, but what students really need is that innovative edge. How do we, as school librarians, bring this to our students? By opening up our spaces and making them student-directed and student-invested. Create an advisory group of students. This idea works at any level, and is the perfect way to garner the thoughts of your student population. Survey your constituents, both staff and students. Guarantee anonymity, and ask the hard questions. Is the library a place where you want to go? Why or why not? Does the school library feel like a welcoming space? Why or why not? What would you like to see in your school library? Why?



Do you encourage special events in your space? Have board games accessible for students during lunch or free time in the library? Art displays, student work displays, a "puzzle table", QR code scavenger hunt, Lego corner, and other such ideas bring students into our spaces and keep them coming. What does this have to do with curriculum, instruction and learning? Everything. Students who feel welcome and comfortable in your space, those who feel inspired to think and create, will do so with games as well as with their school work. One follows in the footsteps of the other. Creating space for collaborative learning, noise (yes, noise!) and creative expression is where we need to be.



Scenes from the Chelmsford High School Learning Commons; Valerie Diggs, School Librarian

Older library designs created an atmosphere of individuality, where students could not be seen or heard, and in fact those were the rules of school libraries for a long time. With knowledge transfer and exploration shifting from linear to more of an organized chaos, the library can no longer live in the past. So, by creating a more open and fluid design, we want students and teachers to see the space as inviting, where they can come, hangout, explore, investigate, collaborate, and create.

You may have a small space, or some resistance from administrators, or pushback from teachers, but give this a try. Weed your collections, get rid of extra shelves that take up room and floor space, and create areas where students can meet, talk, and collaborate. This is how you, as the school librarian, can begin to encourage innovative thinking and creative projects.

Work with teachers. Show teachers the paths to creativity and inquiry-based learning. Discourage the projects that lend themselves to plagiarism and the regurgitation of facts. Help teachers and students develop good questions and even better, personally meaningful answers.

Transformation:

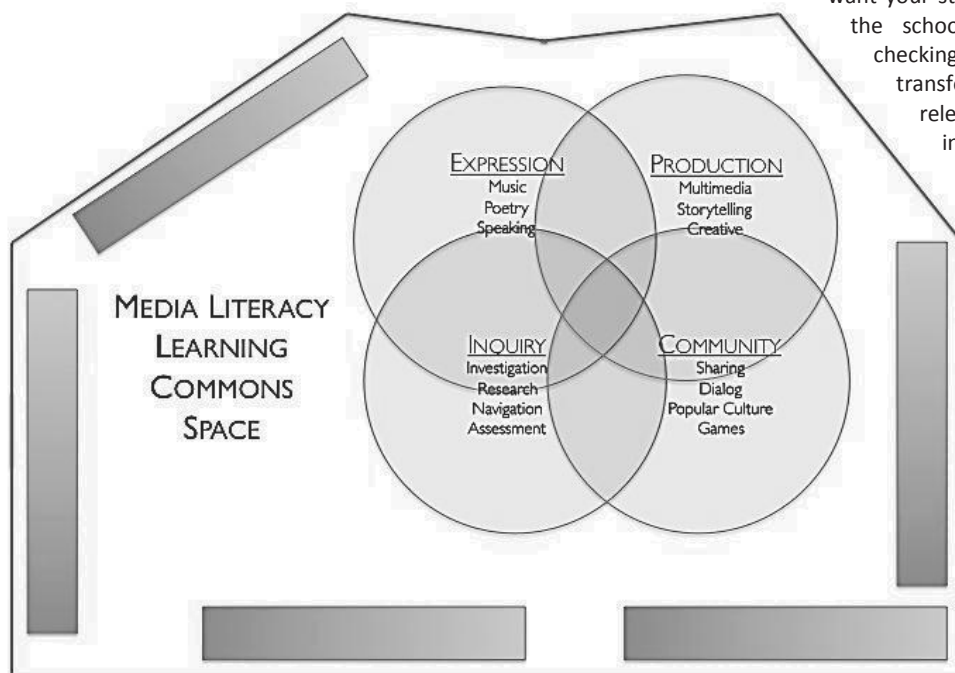
Defined by FreeDictionary.com: a change or alteration, especially a radical one. Yes! Radical is what we need. Think outside of the box, take risks, and do something, anything different. A very recent article in the State Journal Register out of Springfield, Illinois, declares: "...There have always been cuts in library programs -- partly because, when a librarian is doing a really great job, it's sort of one of those invisible jobs." (Beck, M., *State Journal Register*, July 14, 2012). Invisible? Transform yourselves from *invisible* to *visible*. Your future and the future of school libraries depend on it.

Spread your wings. Let everyone in your school see your colors. Hiding behind the curtain of "I am here to check out books and provide online access" is no longer enough. The future of school libraries depends on you. Each of us in our own schools and our own spaces can and should make a difference. Please, no more hiding behind the circulation desk. No more "closed during lunch" signs or rules like NO this, and NO that posted at your doors. Many of you work alone in your libraries. I know that. Do the best that you can do. Begin to show that you are a curriculum leader, a student advocate, a supporter of staff and most of all a believer of transformations. Encourage your students to think, question, and find answers. The rest will fall into place.

This diagram below was created by my son, Paul Mihailidis, a professor of media literacy at Emerson College in Boston. He created this after much discussion with me and reading in the literature about the transformation of library spaces. Please look at this, and use it as needed.

In the diagram, the four concepts of *expression*, *production*, *inquiry* and *community* come together to *transform* a library space into a learning center and one in which not only media literacy, but all literacies, become paramount to the learning experiences of our students. This exemplifies innovation leading the transformation of our library programs and spaces.

In conclusion, a blogger known as "KM The Librarian" writes about her student's perceptions of her role as a librarian in school. Her post entitled "You're not really a librarian" offers a humorous, if not revealing, perception of what students think of US, their school librarian. Please read this wonderful post. In it, KM says: "If we concentrate on our students, our future colleagues, administrators and legislators won't need to be 'made' to see anything. They will carry with them the perceptions of school librarians they are forming right now." What perception do you want your students taking away with them? One of the school librarian sitting behind the desk checking out books, or one of true transformational leadership, fearless and relentless as you travel down the road of innovation and transformation.



Remember what "IT" stands for. Be "IT" all of the time. The future of our profession depends on "IT."

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From the Editor: Passionate School Librarians

Last I checked, the image of the average librarian is hardly one of "passion," but this issue of the MSLA Forum will go a long way to changing that.

To be fair, perhaps I should define "passion." The term evokes thoughts of lust and salty novels, but I am referring to the enthusiasm, creativity and positive energy of MSLA members. If the devotion of one's time is a measure of values and beliefs, then school librarians are passionate about their students' achievement and about their school library programs.

Talk about PASSION! The 2013 MSLA Conference lineup is a testimony to the theme, "Lead and Learn." Pam Berger, Richard Byrne and Jack Gantos headline the Sunday program. On Monday, ALA President Elect Barbara Stripling will deliver a keynote sure to inspire passion. As a school librarian, Barbara understands the unique world of education. She will moderate a panel discussion of our school administrators; it's destined to be an eye-opener.

Monday workshops promise passion. From technology to copyright, Common Core to multicultural literature, there will be offerings for all levels and administrators. A terrific feature of this year's conference is that administrators register for FREE....so share your passion with your principal, superintendent or school committee person.

Make a whole weekend of it, and take in the NEW "Speed Dating with the Authors" on Saturday evening. Sharon Shaloo and the Massachusetts Center for the Book will feed our passions for authors with this unique event. Combined with the "Author Meet and Greet" on Saturday and Sunday, any librarian will be satiated. You can even

have lunch on Monday with your favorite author! Line up a school visit & get books signed; what better way to promote the passion of literature and learning to your staff and students?

The MSLA awards program spotlights those who promote and lead within our profession. The passion of the articles by the awardees will bring on the goose bumps as they share their perspectives. These articles say far more than "thank you for this honor" because the honorees write about their passions: how not to let "Best" be the enemy of "Good," how student teachers energize programs, lessons from a new librarian, and tips on creating your web page.

Kudos to those who shared their passions in Forum articles. After you read Judi Paradis's account of ALA Anaheim, you will find yourself checking out the next national conference (FYI: June '13, Chicago). Ever thought about reorganizing your fiction collection by genres? Leslie Lomasson provides a blueprint for this project. Rachel Bouhanda recounts her week at a workshop with Ross Todd and CISSL. Sharon Hamer's article on teleconferencing is evidence of why her superintendent received the Administrator Advocate Award. Richard Langlois is truly visionary (dare I say passionate) about student learning and understands that school libraries are prime agents of learning.

Thanks to the proofreading crew who tirelessly combed through the drafts of this Forum: Sandy Metcalf, Laurie Cleveland, Lyn Lambert, Debbie Jordan, Mike Deschenes, Jennifer Thomas.

Editing the MSLA Forum is my passion, aimed at delivering inspiration to your mailbox as a positive start to your year.

Have a terrific year!

Ann Perham, MSLA Forum Editor and MSLA Webmaster

MSLA FORUM FEEDBACK:

Please offer your ideas: bit.ly/MSLAFORUMsurvey12

WIN A \$100 GAYLORD CERTIFICATE

Is the MSLA Forum meeting its goals? How can it best serve its members? All respondents to the survey will have their name entered in a drawing to win a \$100 Gaylord Certificate (that's a LOT of supplies for your Library!) Deadline to enter/respond: September 30, 2012

MSLA Annual Conference MARCH 3-4, 2013

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

Lead and Learn

PRELIMINARY PROGRAM

Subject to change; check the MSLA webpage for updated information

SUNDAY



Pam Berger
Inquiry Teaching & Learning:
Common Core, Primary Sources
& Web 2.0 Tools



Richard Byrne
Developing an Online
Personal Learning Network

Sunday Dinner Keynote:

MONDAY



Jack Gantos
It's All Personal –
I Promise!



Keynote Address:
Barbara Stripling
ALA President-Elect

RATES & REGISTRATION

EARLY BIRD rates Oct 1 to Dec 31, 2012

EARLY BIRD REGISTRATION IS NONREFUNDABLE

Professional Members:

Early Bird: 1 day \$100; 2 day \$155
After 12/31/12: 1 day \$145; 2 day \$195
Walk in: 1 day \$205; 2 day \$260

Students, Support, Retired, Unemployed Members:

Early Bird: 1 day \$ 80; 2 day \$130
After 12/31/12: 1 day \$100; 2 day \$150
Walk in: 1 day \$160; 2 day \$210

Note: Registration does not include MSLA membership

Sunday Dinner: \$30 *Limit of 200 tickets available
Advanced purchase required; no tickets sold on site*

Saturday Speed Dating with the Authors: \$20
*Appetizers, cash bar; Limit of 70 tickets available
Advanced purchase required; no tickets sold on site*

Register Online

www.regonline.com/msla2013

Hotel Reservations

Sturbridge Host Hotel & Conference Center
Conference rate: Use Code 1303MSLA

PLUS, on Sunday:

Awards Ceremony at Dinner
Exhibit Hall Opening Reception
Author Meet & Greet
Job-Alike Sessions
Massachusetts Statewide Electronic Content Update
Judging of the 2013 Bookmark Contest

Monday Highlights:

Awards Ceremony at the Luncheon
Lunch with an Author or your favorite Vendor!
Author Meet & Greet
Announcement of Winners of the 2013 Bookmark Contest
Administrator Panel, Moderated by Barbara Stripling

2012 Conference FAQs

Q: Are there any changes in the conference schedule?

A: *The Conference Committee has listened to your feedback and has added some great features:*

- **Invite your Administrator** to attend the conference FREE, with only a charge for lunch/\$20
- **Administrators' Panel Discussion**, moderated by ALA President-Elect **Barb Stripling**. Participants include Burlington HS Principal Patrick Larkin, Superintendents Richard Langlois from Saugus and Michael Wood from Nashoba, Principal Nadene Stein from Northeast School in Waltham and Newton Deputy Superintendent for Teaching and Learning, Ann Koufman
- **Monday lunch** will be a plated sit-down event (no boxed lunch). The vendors and authors will have lunch with attendees.
- **Administrator Advocate Award** winners will be announced at the Monday luncheon.
- **Speed Dating with the Authors on Saturday evening;** cash bar & appetizers *Limit of 70 tickets, so reserve early!*

Sponsored by the Massachusetts Center for the Book

Q: Will MSLA be back in Hyannis again?

A: Yes, we will be back on the Cape in 2014. When we polled our members on their preference of Sturbridge or Hyannis, we found the results almost equally split, 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! Registration opens October 1 so that you can take advantage of our **Early Bird Registration** to *encumber those funds right away*. The rates are the SAME as last year. Remember to renew your membership, paid separately.

SNEAK PREVIEW: 2013 MSLA Conference

Sunday Symposiums

PAM BERGER: INQUIRY TEACHING AND LEARNING: COMMON CORE, PRIMARY SOURCES AND WEB 2.0 TOOLS

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.
Level: All

RICHARD BYRNE: DEVELOPING A POWERFUL PLN (PERSONAL LEARNING NETWORK) 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. *Level: All*

Monday Workshops

JACK GANTOS: READ A CLASSIC, WRITE A CLASSIC: PICTURE BOOKS FROM "WILD THINGS" TO ROTTEN RALPH

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 classics picture books.
Level: Elementary

JACK GANTOS: TODAY'S AUTHOR JOURNALS ARE TOMORROW'S LITERATURE! Join Jack as he takes you from his childhood journals to the writing of the "Jack Henry" series of autobiographical stories. If he can do it, you can do it, and so can your students. Find out how to bring engaging content and solid writing structure together.
Level: All

COMMUNICATE. CONNECT. COLLABORATE. A laptop, digital camera and flip video camera with programs like iMovie and iPhoto or Web-based tools like Skype, Animoto, Wordle, VoiceThread, and Blabberize, enable students to communicate, connect, collaborate. Jennifer Kelley Reed, Newton Public Schools
Level: Elementary

IPADS & FREE AGENT LEARNING

A Free Agent Learner self-directs, creates and shares knowledge. This hands-on exploration integrates this learning model with students' 21st Century Learning practices. Deborah Lang Froggatt, Boston Arts/Fenway High; Marie d'Ambruoso, Simmons Student Tch; Hands-on Workshop (BYOD)
Level: Middle/Junior High School, High School

SYNCED ELEMENTARY LIBRARY AND TECHNOLOGY PROGRAM

The School Librarian and the Instructional Technology Specialist will share the results of our first year as the LTC with shared projects, web presence, resources, and curriculum including the use of iPads and iPod Touches. Laura Beals D'Elia, Dan Callahan, Pine Glen Elem. Burlington
Level: Elementary

USING POP CULTURE TO TEACH LIBRARY SKILLS

This workshop will give examples of how to use pop-culture to teach library lessons the students will remember. Chris Steinhauer, Coolidge Middle School, Reading
Level: Elementary Middle/Junior High School

NOTABLE NONFICTION: USING NONFICTION TO ADDRESS COMMON CORE

Integrate nonfiction books into lesson plans meeting objectives of the Core Curriculum State Standards. Melissa Stewart, children's book author
Level: Elementary

FAIR USE AND COPYRIGHT

This program will give an overview of the Copyright Law and how it applies to school environments. Maria B. Kardick, librarian, Spring-Ford Gr8 Center, Royersford, PA
Level: Elementary, Middle/Jr High, High, District Administrator

TOUGH STUFF: CONTROVERSIAL TOPICS IN TEEN FICTION

Join public librarian and avid reader Sharon Colvin for tips and tools on determining which books are right for your students. Sharon Colvin, Youth Librarian, Chelmsford Public Library
Level: Middle/Junior High, High School

READING AS A WINDOW TO THE WORLD: MULTICULTURAL LITERATURE

Participants will develop criteria for evaluating multicultural children's literature titles. Workshop participants will leave with a handbook of strategies for promoting titles. Chris Swerling, Patricia Karam, Rachael Lundquist, Newton Public
Level: Elementary, Middle/Junior High, District Administrator

WHO SAYS YOU'RE NOT A READER?

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. Rochelle Garfinkel, Librarian; Christine Leonard, Middle School Teacher, Frontier Regional School. *Level: Middle/Junior High*

JOURNEY INTO THE PAST: MAKE HISTORY COME ALIVE!

How can librarians support teachers, enhance curriculum and engage students by interacting with works of historical fiction? Kathleen Benner Duple, author; Anne Broyles, author
Level: Upper Elementary and Middle

A UNIQUE PARTNERSHIP: EMPOWERING TEENS

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. Anita Cellucci, Westborough High; Maureen Ambrosino, Westborough Public
Level: High School

BOOK TRAILER BOOT CAMP: STORYBOARD TO FILM FESTIVAL

Learn how a team of teachers collaborated to transform a traditional book report into a student-centered production involving creativity, technology and innovation. Erin Broderick, Lauren Dietz, Jen Toran, Newton Public Schools Hands-on Workshop (BYOD -Bring Your Own Device)
Level: Elementary, Middle/Junior High

Sunday Hours : 4:00 - 6:00 PM

SUNDAY AUTHORS:



JACK GANTOS

www.jackgantos.com

2012 winner of the Newbery 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.



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.



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*.



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.



MITALI PERKINS

www.mitaliperkins.com

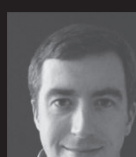
Born in India, Mitali writes books that bridge cultures and speaks about the life-changing power of story. Her titles include *Sunita*, *Monsoon Summer*, *Rickshaw Girl*, and the *First Daughter* books. *Bamboo People* was a Junior Library Guild selection and an ALA Top Ten YA Fiction pick. She also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



HEIDI STEMPLER

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

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.

and Greet

Meet the Authors...Have them sign their books.
Line up a visit for your school.

MONDAY AUTHORS: Monday Hours: 9:30 AM - 12 Noon

www.peppertonschoice.com

H. LOUISE BERNSTONE

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.

www.loreeburns.com

LOREE GRIFFIN BURNS

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*.

robbuyea.com

ROB BUYEA

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.

www.czekaj.com

JEF CZEKAJ

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, Yaull!*, 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.

stacydekeyser.com

STACY DEKEYSER

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*.

www.carolgordonekster.com

CAROL GORDON EKSTER

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*.

martykelley.com

MARTY KELLEY

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.

www.deborahkops.com

DEBORAH KOPS

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."

fishthepirate.com

GREGORY MONE

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*.

www.janesutcliffe.com

JANE SUTCLIFFE

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*.



Resolution that School Libraries and Librarians are Critical to Educational Success

Resolution passed by ALA Council Anaheim June 25, 2012. Written by Sara Kelly Johns, Past President of AASL

Whereas, school librarians help students acquire unique skills not taught in the classroom and information and technology skills essential for students in the 21st century; and

Whereas, there has been research conducted in 22 states and a Canadian Province that provides significant evidence indicating the value added to student's academic development by the presence of a strong school library program led by a credentialed librarian;

Whereas, the most universal finding is that the presence of full-time, credentialed school librarians and appropriate support staff who implement a quality, school integrated program of library services is directly related to these student educational gains; and

Whereas, it has been shown that incremental increases in the following can result in incremental gains in student learning:

- Increased hours of access for both individual student visits and group visits by classes
- Larger collections of print and electronic resources with access at school and from home
- Up-to-date technology with connectivity to databases and automated collections
- Instruction implemented in collaboration with teachers that is integrated with classroom curriculum and allows students to learn and practice such 21st century skills as problem-solving, critical thinking and communication of ideas and information
- Increased student usage of school library services
- Higher total library expenditures
- Leadership activities by the librarian in providing professional development for teachers, serving on key committees, and meeting regularly with the principal; and

Whereas, quality school library programs provide academic instruction and support to those students who come from economically disadvantaged backgrounds in closing the achievement gap with the 21st century skills they need to succeed in college and career; and

Whereas, the de-professionalization and curtailment of school library instructional programs has not only had a negative impact on students and student achievement in K-12 learning environments, but also a negative impact on the ability of youth to utilize the resources of public and academic libraries; and

Whereas, more than 28,000 citizens signed a White House petition to ensure that every child in America has access to an effective school library program and asking that the reauthorization of the Elementary and Secondary Education Act (ESEA) provide dedicated funding to help support effective school library programs in order to ensure more students have access to the school librarians, resources and tools that constitute a 21st century learning environment; and

Whereas, in its response, the Obama administration acknowledged that "School libraries do much more than house books and store data: a school library can broaden the horizon of learning for students and link them with communities and experiences far beyond their own classroom and community"; and

Whereas, members of the American Library Association, as librarians, educators and contributors to our communities, recognize that there is an interdependence among types of libraries within a community, where what affects school libraries affects our profession as a whole, and that school libraries are at the center of this ecosystem; and members of ALA have an obligation to help ensure that every child in America receives a strong foundation in literacy, including the critical thinking skills necessary to thrive in a dynamic and competitive 21st century economy, now, therefore, be it

Resolved, that the American Library Association

1. directs the ALA Presidential Task Force on School Libraries to lead the Association in its continued mission to address the urgent need for advocacy for school libraries, school librarians, and the impact of the de-professionalization and curtailment of school library instructional programs on students and student achievement, continuing to engage librarians of all types from across the association to advocate for school libraries, which are imperative to the survival and success of all libraries;
2. encourages state associations and affiliates to influence legislation requiring adequate funding and appropriate staffing of school libraries in schools at all levels;
3. places a high priority on seeing that upcoming ESEA legislation recognizes and specifically supports the necessity for effective school library programs and credentialed school librarians;
4. works to encourage federal lobbying efforts to include school libraries in legislation and regulations, including areas such as digital literacy and broadband; and,
5. actively seeks partnerships with national organizations to reach mutual goals of sustaining school libraries.



School Librarians and the New Educator Evaluation System

By Julie Farrell, MSLA Legislation Chairperson; School Librarian at Overlook Middle School in Ashburnham



The new Educator Evaluation System will affect school librarians. There are a number of factors that will determine when you will be affected by these changes. The Department of Elementary and Secondary Education has developed a model evaluation system for teachers, principals and administrators.

The Implementation Timeline:

- 2011-12: All 34 Level 4 schools and identified “early adopter” districts
- 2012-13: All *Race to the Top* districts
- 2013-14: All other districts

The model evaluation system can be located on the MTA website (massteacher.org) under the dropdown box “Advocating” “Educator Evaluation.” Districts and Associations may decide to adopt or adapt the model contract language.

For librarians, you will each need to determine on your own which year your district is scheduled to begin the new educator evaluation system. You will need to determine if your district has adopted, or adapted the model contract language. If you belong to a district that has decided to revise the “model contract” language, your best strategy will be to find the association members who are working on revising the Educator Evaluation language for your bargaining unit.

Librarians can be classified in two different ways, caseload educator or classroom educator. A caseload educator is an educator who teaches or counsels individual or small groups of students through consultation with the regular classroom teacher. For example, school nurses, guidance counselors, speech and language pathologists, occupational or physical therapists and some reading specialists and special education teachers. A classroom educator is an educator who teaches preK-12 whole classes, teachers of special subjects such as art, music, **library**, and physical education. This may also include special education teachers and reading specialists who teach whole classes.

As a librarian, if you are classified as a caseload educator, you may be evaluated by a different evaluation rubric as negotiated by your union. The model contract language for educator evaluation does not include rubrics for caseload educators. There are four rating categories for teachers: Exemplary, Proficient, Needs Improvement, Unsatisfactory. Whenever your district is scheduled to implement the new Educator Evaluation system, all teachers will be rated “Proficient” until the completion of the first year evaluation cycle. Student learning outcomes will be included in the new

educator evaluation system. The multiple measures of student learning outcomes must include at least MCAS student growth percentile and district determined pre/post assessment. As librarians, stay informed of the new educator evaluation system and its impact on you in your district.

The new law also contains provisions that districts must inform the state when they plan to train teachers and administrators in the new evaluation system and how they intend to fund that training. No clarification was given that all school districts will be implementing the new educator evaluation system before September 2016. No funding source was identified for training in the educator evaluation system.

MTA Updates Which May Affect Librarians

RETIREMENT: The Massachusetts Teacher Retirement System published an article in its publication, *The Advisor*, about purchasing prior service. The title is “The interest charged on certain service purchases will double beginning April 2, 2013.” If you have years of outstanding service to purchase, you would be wise to check your status with the MTRS at mass.gov/mtrs

STAND FOR CHILDREN BALLOT INITIATIVE: On June 29th Governor Deval Patrick signed the MTA backed alternative to the Stand for Children ballot initiative. Two provisions from the Stand for Children initiative remain and will begin in September 2016.

LAYOFFS: Local contracts must reflect that “indicators of performance, best interests of the students and needs of the district” are the primary factors in layoff decisions involving teachers with PTS. This is why the new Educator Evaluation System is important. Teachers without PTS must be laid off before those with PTS, as under current law. Seniority can be a tiebreaker between two equally qualified teachers

REASSIGNMENTS: the new law will require “good faith consultation” between superintendents and principals when a teacher is being involuntarily reassigned from one school to another. As in layoffs, performance must be a primary consideration. The superintendent will have final say over teacher assignment.



By Judi Paradis, MSLA President-Elect, School Librarian at Plympton Elementary School, Waltham

Authors, books, films, technology....and librarians as far as the eye can see! Of course, this describes the annual ALA meeting held this June in Anaheim, California. Why were we there? Disneyland is *right there* and it was the last performance of the amazing author-rock band, the Rock Bottom Remainers, but there was more to it than just that.

MSLA sends a group to represent our organization as part of the American Association of School Librarians (AASL), one of the many ALA affiliate groups that meet to develop national policies, share ideas, air concerns, and highlight excellent programs. Our MSLA contingent this year included AASL Affiliate Delegates Judi Paradis and Ann Perham, our president Valerie Diggs, who sits on the national AASL Board, and Kathy Lowe, MSLA Executive Director. Both Valerie and Kathy presented workshops.



The AASL Affiliate Assembly functions as a “House of Representatives” with delegates from across the nation. They bring concerns and commendations from their states that are then reviewed by the AASL Board of Directors. This year there were three concerns brought forward:

- School librarians from Pennsylvania asked AASL to organize a comprehensive database of all published academic research regarding the impact of school library programs on student achievement for advocacy efforts.
- Region IV from the Southeastern US asked AASL to look at streamlining communications among AASL members at the national level, and requested clear orientation information for new members of the Affiliate Assembly.
- The Kansas Association asked AASL to set up a task force to provide guidance on the movement away from Dewey classification to a genre-based organizational system.

On Sunday, the Affiliate Assembly voted to approve the three concerns. In addition, AASL members voted to commend a number of programs that advance the cause of school libraries. These varied greatly, from a project in Oklahoma that provides extensive training in using primary sources to a major book festival in Kentucky to a reading incentive program coordinated with a minor league baseball team in Maryland. These programs all provide interesting models for state organizations to review and adapt.

While AASL is the focus of our work at the annual ALA meeting, there are also dozens of workshops, forums, and events scheduled throughout the conference allowing for some fascinating cross-pollination and some moments of absolute library excitement. One of the more interesting events I attended was a Diversity Town Hall. Members of the Black Caucus, Chinese American Library Association, REFORMA, and other minority affiliate groups explained how they work to meet the needs of their members and of the communities they served. As the librarian in a very diverse school, I found ideas I



can implement to serve my patrons. Even more interesting this year, was a lengthy discussion about how these groups are building leadership and recruiting new members. Some ideas may just translate to MSLA.

Other forums I attended included conducting research with young students using 2.0 tools; a report from the folks at Sesame Street about the impact of e-readers on early readers; a panel discussion on the role of fantasy and science fiction in hooking reluctant readers (with the amazing George R.R. Martin leading the discussion); and sneak peek at a new series coming out from authors Lin Oliver and Henry Winkler—with a wonderful explanation of how their books are designed to appeal to students with learning disabilities. During the day there are also numerous authors speaking. I was lucky enough to catch both Dan Rather and Sherman Alexie. We also attended a preview showing of the film *The Perks of Being a Wallflower*, to be released in the fall (go see it!).

Throughout the conference, a huge vendor hall is open with up-to-the-minute merchandise for every conceivable library need—from books to cataloging software and furniture. There are many opportunities to test drive new products, and lots of advanced reader copies being dispensed by publishers (a great source of bedtime reading at the conference).

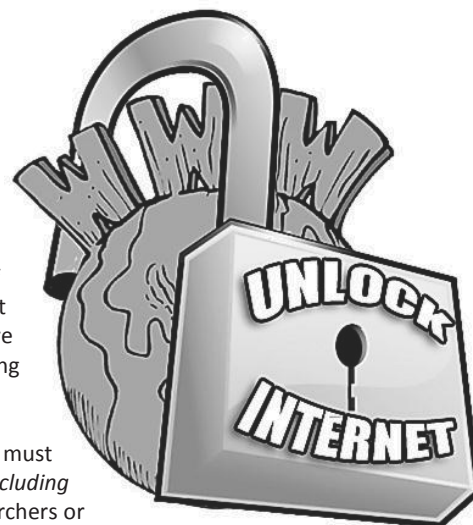
The unstructured parts of the conference are usually my favorite. It turns out that the MSLA members have become pretty fabulous over the years, and through them you get to hang out with our new AASL President Susan Ballard, invited to drinks with new ALA President Barbara Stripling, and all manner of leaders from the academic world. We often concluded the day meeting with colleagues such as Amy Short from the Boston Public Schools or Em Claire Knowles from Simmons College and sharing information from our various meetings and workshops. Through Valerie Diggs, we were able to meet with Eileen Kern, the president of the Pennsylvania School Library Association, who gave us unbelievably helpful information about how PSLA set up a special commission to evaluate the school library programs in that state. Our current legislative effort is based on theirs, and her advice could not have been more timely.

Somehow, I never made it to Disneyland.

For a more detailed look at ALA Anaheim, check out the MSLA blog: <http://mslaenmass.blogspot.com/>

Banned Websites Awareness Day

Wednesday, October 3, 2012



Background

Usually the public thinks of censorship in relation to books, however there is a growing censorship issue in schools and school libraries – overly restrictive filtering of educational websites reaching far beyond the requirements of the Children’s Internet Protection Act (CIPA). Students, teachers, and school librarians in many schools are frustrated daily when they discover legitimate educational websites blocked by filtering software installed by their school.

Filtering websites does the next generation of digital citizens a disservice. Students must develop skills to evaluate information from all types of sources in multiple formats, *including the Internet*. Relying solely on filters does not teach young citizens how to be savvy searchers or how to evaluate the accuracy of information.

Over extensive filtering also extends to the use of online social networking sites such as FaceBook, Twitter, YouTube, Blogger, etc. In order to make school more relevant to students and enhance their learning experiences, educators need to be able to incorporate those same social interactions that are successful outside of school into authentic assignments in the school setting. Unfortunately, filters implemented by school districts also block many of the social networking sites. To raise awareness of the overly restrictive blocking of legitimate, educational websites and academically useful social networking tools in schools and school libraries, AASL has designated one day during Banned Books Week as Banned Websites Awareness Day. On Wednesday, Oct. 3, AASL is asking school librarians and other educators to promote an awareness of how overly restrictive filtering affects student learning.

Resources

- Press release: AASL designates Wednesday, September 28, 2011, as Banned Websites Awareness Day
<http://americanlibrariesmagazine.org/news/ala/aasl-designates-wednesday-september-28-2011-banned-websites-awareness-day>
Read Michelle Luhtala’s comment, reprinted below.
- "Filtering Texas-Style: Interview with Michael Gras, Scott Floyd" *Knowledge Quest* 39, no.1 (Sept/Oct 2010), pages 30-37
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/bwad/KNOW_39_1_FilteringTexas-Style_30-37.pdf
- "Minors’ First Amendment Rights: CIPA & School Libraries" *Knowledge Quest* 39, no.1 (Sept/Oct 2010), pages 16-21
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/bwad/KNOW_39_1_MinorsFirst_16-21.pdf
- Banned Websites Awareness Day on Essential Links
http://aasl.ala.org/essentiallinks/index.php?title=Banned_Websites_Awareness_Day
- AASL Blog postings on Banned Websites Awareness Day
<http://www.aasl.ala.org/aasblog/?cat=274>

Activities

“Don’t Filter Me” High School Student Information Gathering Activity

Have high school students try to access selected web sites with gay, lesbian, bisexual, and transgender-related content to check whether their schools’ filters are blocking access to these sites. The ACLU “Don’t Filter Me” project notes that blocking access to this content while still allowing access to anti-LGBT sites violates students’ First Amendment rights and, at schools that have gay-straight alliance clubs, the federal Equal Access Act which “requires equal access to school resources for all extracurricular clubs, including gay-straight alliances and LGBT support groups.”

Information for checking websites is located at <http://www.aclu.org/lgbt-rights/dont-filter-me>



From Michelle Luhtala: AASL is to be commended for taking the lead on this intellectual freedom issue. It is becoming increasingly evident that access to participatory media is essential to teaching the frameworks set forth by the Partnership for 21st Century Learning, and more specifically for librarians, AASL’s Learning for Life (L4L) standards. Yet, these resources – those that create opportunities for students to contribute and publish online – are often blocked in schools. Internet censorship is most often fueled by fear. Costly litigation, online predators, network security, privacy breaches are commonly cited as justification for aggressive filtering practices. While these concerns are legitimate, denying teachers and students a chance to experience online participatory learning together is professionally irresponsible. When schools, which

presumably exist to prepare students for 21st century citizenship, fail to teach students how to learn and publish on the World Wide Web, they deny students fundamental instruction that is necessary for success in today’s world, and even more so in tomorrow’s.

MSLA AWARDS

Deadline for 2013 Nominations: November 16, 2012

Awards Co-Chairs: Eleanor Rogers and Sandy Kelly

NAME	DESCRIP / PURPOSE	ELIGIBILITY / CRITERIA	APPLICATION/ NOM	AWARD
TO RECOGNIZE SUPPORTERS OF SCHOOL LIBRARIES, MSLA AWARDS:				
SCHOOL LIBRARY ADVOCATE AWARD	Honors indiv/groups in public eye; demonstrated belief in school libraries	State officials, regional or local educators, teachers, or administrators. In any given year, the award may be given to multiple people/groups	Nomination by current Exec Board member; MSLA Board vote	Plaque
JOAN GALLAGHER LEGISLATOR AWARD	Recognizes the efforts of a legislator in Massachusetts	Demonstrated commitment to advancing the role of the school library program; works to introduce or support legislation	MSLA Executive Board nomination and vote	Plaque
ADMINISTRATOR ADVOCATE FOR EXCELLENCE	Honors administrators promoting school library programs and services	City, town, or district school superintendents, assistant superintendents, principals	Nomination form; MSLA member letter; MSLA Board votes	Plaque and letter of nomination in Forum
PALS (Parents as Library Supporters)	Recognizes exemplary collaboration of teacher/ parent org. and school library.	Recipients may be any parent/teacher group working within a school or district, including PTAs, PTOs, or other parent/teacher groups with similar missions. Judged by a panel of school librarians.	Member essay; letters from admin, parent group	Certificate and *MSLA Forum article
TO ENCOURAGE GROWTH AND DEVELOPMENT IN THE FIELD OF SCHOOL LIBRARIANSHIP, MSLA GRANTS:				
AUDREY FRIEND SCHOLARSHIP	MSLA demonstrates its commitment to school librarianship	Massachusetts resident; enrolled in school library certification degree program; financial need.	See MSLA website; Awards committee rec. to Board	\$500; Up to 2 per year
RESEARCH GRANT	Grant to aid researchers in School Librarianship	See the MSLA website	See MSLA website	Up to \$3000
TO CELEBRATE MEMBERS' COMMITMENT AND ACHIEVEMENT, MSLA AWARDS:				
MSLA LIFETIME ACHIEVEMENT AWARD	MSLA member; contributed to profession during 10+ year career	Member of MSLA 7+ years; state certification as a Library Teacher or w/ MLS; Up to three awards may be given; not contingent upon retirement.	MSLA member nomination; MSLA Executive Board vote	Lifetime MSLA membership; *MSLA Forum article
MASSACHUSETTS SUPER-LIBRARIAN ACCOLADE (MSLA)	One award/MSLA Area may be given, total of 6 awards/ year; a "Super" School Librarian	MA library teachers; prof. library degree/ state cert. as library teacher; member of the MSLA past 3 years; Winners may be re-nominated every 3 years.	Nominee from each Area; AD may nominate; AD makes rec to MSLA Exec Board	Certificate; *MSLA Forum article
LMC PRESIDENT'S AWARD	One award per MSLA Area may be given; total of 6 awards per year. "Newbie" award	MSLA member; career of 3 or fewer years; significant impact on student learning through a quality school library program; MA school librarians w/ prof library degree or state cert. Sponsor: Library Media Connection (LMC)	Nominations from each Area; AD may nominate; AD makes rec to MSLA Executive Board	Certificate; 1 year sub. to LMC; *MSLA Forum article
MSLA SERVICE AWARD	Recognizes significant contrib. of MSLA member; ldrshp at state/nat'l level	Long-standing record of service to MSLA, leadership @ state/national; has rep. MSLA in advocacy, public relations, worked to make MSLA a leader	Nom letter by MSLA board member; Up to 3 awards yearly	Plaque; *MSLA Forum article
WEB SEAL OF EXCELLENCE	Recognizes excellence in web use: blog, wiki webpage, ning, etc.	The online tool(s) created and maintained by the library teacher; MSLA member 2+ yrs; prof library degree / state cert. Evaluated w/ rubric	Certificate plus a Seal of Excellence; up to 5 members per year;	Seal for web; certificate; *MSLA Forum article
ELLEN BERNE PATHFINDER FOR INNOVATION IN SCHOOL LIBRARIES	Pathfinder Award; celebrates developments in School Librarianship	3 year MSLA member; state cert/ prof degree as a school librarian. The project /program makes a positive difference on the local/state/national levels	Letter of nomination; Awards committee rec. to Board	\$500 Award; *MSLA Forum article

*Recipient will write an article for the MSLA Forum

For complete information and forms, consult the MSLA website.



2011—2012 Award Winners

Nominate a Colleague or Yourself!

Deadline for submissions for 2013 Awards is November 16, 2012

Richard Langlois Saugus Public Schools
Superintendent of Schools
Nominated by Sharon Hamer

Sandy Kelly
Carlisle School, Carlisle



Michael Wood Nashoba Regional School District
Superintendent of Schools
Nominated by Patricia Fontes & Kara Wilson

Nancy Jones
Boston Public Schools



Social Studies Department
Amherst Regional High School
Nominated by Leslie Lomasson

Dan Fleming
Simmons College



Hurley Parents
Hurley K-8 School, Boston
Nominated by Jen Varney



Elizabeth Gartley
Student at Simmons College

Wayland High School

Erin Dalbec

Wayland High School Library Wikispaces
<http://waylandhighschool-mediacycenter.wikispaces.com/>



Jennifer Thomas
Bishop Stang High School, Dartmouth

Pentucket Regional High School

Rachael Costello

Pentucket Regional High School Library
<http://pths.schoolloop.com/library>



Joanne Freeley
Randolph High School

High Plain Elementary School, Andover

Gerri Fegan

High Plain Elementary School Library
<http://hpelibrary.homestead.com/>

Elaine Pietras, Suzanne Harde
Westford Academy

Vicky Biancolo
Miss Hall's School, Pittsfield

Hurley Middle School, Seekonk

Jennifer St. Michel

Dr. Kevin M. Hurley Middle School Library
<http://hms.seekonk.sharpschool.com/For%20Students/library>

Patti Karam
Horace Mann School, Newton

Jennifer Varney
Hurley School K-8, Boston

Lynnfield High School

Janice Alpert

Lynnfield High School Library
<http://www.lynnfield.k12.ma.us/education/dept/dept.php?sectionid=19>



Kara Staunton-Shron
Monument Mountain Regional High School
Great Barrington

*Sponsored
By
Linworth*

Susanna Hall
Fenway High School, Boston

Lincoln Sudbury Regional High School

Leslie Kmiec and Paula Myer

Lincoln Sudbury Regional High School Library
<http://www.lsrhs.net/library/>

Joanne Teliszewski
Canton High School

2012 MSLA Award
Administrator Advocate Award
Richard Langlois
Saugus Public Schools

by Sharon Hamer, Belmonte Middle School, Saugus

I nominate Mr. Richard Langlois for the Administrator Advocate Award. Mr. Langlois understands the role libraries play in the education of our students. He has a vision for our school system that includes a mindfulness of the role technology and information will play in the future lives of our students. Since he arrived in Saugus in 2008, Mr. Langlois has demonstrated his support for libraries with words, action and money. Faced with a K-12 public school system with only one librarian, at the high school level, Mr. Langlois immediately set about changing that.

Working closely with a middle school teacher, funds were raised both inside and outside the school budget to create a position for a professional librarian at the middle school at which the library had been closed for at least a decade. When the library reopened, a new rug, new furniture, a new circulation desk, and new books were all purchased. Mr. Langlois repeatedly asked what more he could do for the library. He was an active participant in creating a meaningful space in the middle school. At the high school level he has provided additional funding to upgrade the collection, which had been woefully under-supported for the past few years. He gave his full support to transition the library to a learning commons, and provided new furniture, circulation desk, and more computers to make that transition a reality. He appointed the middle school librarian to be the facilitator of elementary school libraries, which are staffed only by parent volunteers and open only for book exchange.

He is currently leading a drive to upgrade the largest of those school libraries with a goal of hiring a professional elementary school librarian for that school for the first time in the history of Saugus Public Schools.

Mr. Langlois's support for technology has been phenomenal. He has upgraded the computers throughout the school system, bought dozens of smartboards system-wide and spearheaded the purchase of nooks for the entire 6th grade. He has purchased two Cisco teleconferencing units to facilitate bringing our students to the outside world and inviting experts and student

colleagues into our buildings. He has forged alliances with many local institutions to the benefit of our students, including re-establishing a working relationship with the public library and arranging for Saugus Community Television to donate large screen TVs to the schools and create television studios in the high school and middle school.

One of the reasons I love working in a school system led by Mr. Langlois is because he is a yes man. When he sees something he likes, whether it is a proposal from a teacher or something he sees at a conference, he says "how can we do that here in Saugus". It is very inspiring to know that we are on a march towards the future, led by a general who has a clear vision of where he is taking us.



Sharon Hamer (left) with Superintendent Richard Langlois
 PICTURE CREDIT: RICHARD CURRAN

Administrator Advocate Award *Honors those administrators who have made significant contributions to the promotion of effective school library programs and services. It recognizes the responsible and influential role of the school administrator in developing successful school library programs within their own schools that influence the community at large. The individual making the nomination must be a member of MSLA. A supporting letter by the nominator must substantiate that the administrator advocates for school library programs, recognizes the need for certified school library personnel, and supports the central role of the library teacher in developing effective school library programs that promote student achievement. Forms are available on the MSLA webpage. **Deadline for 2013 nominations is November 16, 2012.***

2012 MSLA Award
Administrator Advocate Award

Michael Wood
Nashoba Regional School District

by Patricia Fontes, Nashoba Regional High School
 and Kara Wilson, Pompositticut and Center Schools

We are pleased to nominate our Superintendent of Schools, Mr. Michael Wood, for the MSLA Administrator Advocate for Excellence in School Library Programs Award. By his words and actions, Michael Wood has shown those of us who work in the Nashoba Regional School District's six libraries that he is one of those rare administrators who "gets" school libraries.



Michael Wood receives the Administrator Advocate Award from MSLA President, Valerie Diggs

PICTURE CREDIT: RICHARD CURRAN

Mr. Wood was appointed Superintendent of School in 2003 in the aftermath of a district financial meltdown that saw the district declare bankruptcy, go into state receivership and lay off 20% of its staff just before the start of the school year. Practically all of the school librarians were included in those layoffs. Despite the daunting financial difficulties, Michael set a 4-year goal of staffing all of the libraries in the district with professional, certified librarians. Where there was only one full time and one part time certified LMS in the district in 2004, there is now a team of six professional certified LMS and five aides who teach in grades K-12. In addition, he appointed a district level administrator to coordinate and promote school library programs.

When the current librarian for the high school interviewed with Michael Wood for the position in late 2003, his first question was, "How can I help you make this library the heart of the school?"

Between 2004 and 2010, thanks to his leadership and continuing support, the NRHS Media Center has come back to life. The staff has increased along with the hours of operation.

Where there once was a card catalog, there is now an automated district-wide catalog. The print collection is now integrated within the curriculum and the circulation of books is robust.


In 2010-11, he became intrigued with the Learning Commons concept and we visited Chelmsford High School. He became so excited that he offered seed money to start the process of creating a Learning Commons at NRHS.

Mr. Wood is a frequent visitor to the Pompositticut and Center School libraries. He checks in and learns

about how library classes tie into the curriculum and what is needed to make the physical space of these two small libraries more conducive to student learning. Mr Wood has advocated for a new library media center to be included in a major construction project to join the two schools and has invited the librarian to be a part of the design, equipment, and furniture decisions for the new space.

In his own words, Mr. Wood shows how much he values the role of certified Library Media Specialists: "Research is such an important skill to have and people don't see it as a critical skill, but that's really what it is. Along with the technology that in many ways has made it easier, it also has made it more complex. You help to demystify it."

Mr. Wood has consistently advocated for and supported solid school library media programs that are staffed with skilled professionals. For these reasons, we feel that he would be a worthy recipient of the MSLA Administrator Advocate Award.




New England Association of School Libraries (NESLA)

Fall Conference

NEASC and YOU

Keynote Speaker: Janet Allison



Saturday, September 29, 2012 at Sanborn Regional High School, Kingston & Newton NH

Check the NESLA website for more information: neslaonline.org

2012 MSLA Award

Parents as Library Supporters

Hurley Parents, Hurley K-8 School, Boston

The Hurley School is a Boston Public School with a unique mission. It strives to graduate 8th grade students who are bilingual and able to do academic work in both Spanish and English. Approximately half of the Hurley's students are native Spanish speakers, and half are native English speakers. All Hurley students are language learners and receive instruction in both Spanish and English in all classes.

The Hurley Parents are strong supporters in all areas, volunteering in every aspect of the school, but their support of the library has been consistent and strong during my five years at the Hurley. In fact, it was the parents who first created the library! Realizing that a dual-language library was key to creating a strong, fully dual-language school, they purchased books and solicited donations of furniture from IKEA to create the first library space in the school. Fundraising efforts paid for library staff the first year, and I was hired as first full-time professional librarian in 2007. The parent support has continued over the years, providing grants, as well as daily tasks of shelving and processing.

In fact, it was the parents who first created the library!

Parents have sought creative ways to fix everyday problems. When it became apparent that it was difficult to purchase children's books that were originally written in Spanish, the parents funded a book buying trip for the librarian and a classroom teacher to travel to FIL, the Feria Internacional del Libro, the largest Spanish-language book fair in the world held annually in Guadalajara, Mexico. We were able to ship back hundreds of Spanish-language books that are impossible to purchase in the United States. In addition, we attended the many professional development opportunities for children's literature professionals at FIL.

Parent volunteer support allowed the library to host its first annual Día de los Niños / Día de los Libros celebration for first and second graders. The entire event was held in Spanish, and made the evening news on Univision Boston!

The Hurley Parents' support of the library has been consistent and strong for over seven years, making them very deserving of MSLA PALS award.



The Hurley School was twice honored at the March MSLA Awards Banquet.

Rhys Sevier (left) accepted the PALS Award from MSLA President, Valerie Diggs (center) and Jen Varney (right) accepted the MA Super Librarian Accolade. Jen wrote the letter of nomination for the PALS Award.

PICTURE CREDIT: RICHARD CURRAN

students have access to 5500 books they would not have access to otherwise. Best would be an award-winning website that syncs with all kinds of social media; Good is that our catalog is online, and every year the kids get a little more familiar with call numbers finding materials. Best would be a computer lab with super-fast Internet access to a plethora of online resources. Good is seven old computers with access to the online resources that BPS licensed this year for the first time, thanks to our new Director of Libraries, Amy Short. Best would be getting ALL my books back every year; Good is that my shelves are usually only half full at any given point during the school year and that books are getting into the hands of the kids. I do not mean to suggest that Good is Good Enough. There is much work to be done and I'm grateful to my colleagues for recognizing my efforts and giving me the encouragement I need. It doesn't take a lot of resources to create something Good. You need a little effort, a lot of dedication, plenty of tenacity, and an occasional pat on the back.

The first 20 minutes of my day are the busiest. My AM Frequent Flyers are a group of Latino boys, most of whom qualify for free lunch and take a bus across the city every day to attend the Hurley. Sometimes they check books out; most often they page through *Sports Illustrated Kids*, finish their homework, or just "hang out." Sometimes they help me with my Spanish; sometimes I have to kick them out for playing tag around the bookshelves. But whatever they choose to do that day, I know that they are choosing the library as the place they go to just be boys for a few minutes before school starts. The library is a place where they feel safe and welcomed.

I'm pretty sure that qualifies as Best.

2012 MSLA Award

MA Super Librarian Accolade

Jen Varney, Hurley K-8 School, Boston

The Hurley K-8 School Library is not a typical award-winning program. There are only about 5500 books, most of which are "gently-used" donations. My total budget is around \$800. I lose a couple hundred books every year. The library has no website. At the start of each day, I have a moment of feeling overwhelmed, because all I can see is what I haven't done yet.

But, I remind myself of my favorite saying, which I learned early in my library career: *Don't let Best be the enemy of Good.*

Best would be a collection that is completely engaging and completely aligned to the curriculum; Good is that my

Don't Let BEST Be the Enemy of GOOD



Sandy Kelly, Carlisle School

With Gratitude

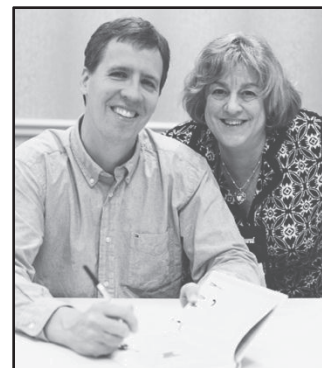
I am deeply honored to be recognized with the MSLA Service Award. Most of us in this profession are not very good at tooting our own horns or publicizing what we do. When recognized for our contributions we often say "it was no big deal." Whether in our professional organizations or just quietly in our schools we should say "thanks," and then write a press release. No, I did not do that either. But, what if we did? What if we started recognizing others too? And what if we actually started publicizing it?

Getting involved in MSLA does not have to be a big time commitment. The MSLA Executive Board was excited to see a long list of names of members who raised their hands to help in some small way on the conference evaluation forms. The bookmark committee now has a full house, planning the theme and event to follow at Library Legislation Day. A group is forming to assess and revise our MSLA Rubrics and a Standards Committee is also taking steps to integrate our standards with the Common Core. Volunteers make phone calls about memberships that have lapsed. Everyone can take a few minutes to write a brief article for the MSLA Forum about something that has worked well in your job, a helpful hint, a great lesson or an author visit that was a success.

One of the best things about receiving an award is knowing that your school administrators will be notified of your award. These letters are generally copied to the local school board and receive recognition at their public meetings. What better way to promote your job, your professionalism and the importance of the school library? The truth is, an honor for you can also result in something that is good for your students. That is what it is really all about.

When I look back at all the jobs I have been involved in with MSLA I realize that along the way I have gained a tremendous amount of knowledge that has impacted my work, hence my students. I have made many wonderful friends and have a network of brilliant colleagues. I am happy to recycle myself this year as the Awards Committee Co-chair with Eleanor Rogers.

If I sound as though I am asking you to nominate yourself or a colleague for an award... you are right! Please think about your administrators, library colleagues and even parents who are advocates for our school libraries. Perhaps another school librarian or an administrator would feel honored to be nominated for an award. Did you know that MSLA has twelve awards and scholarships that could be given each year? Take a look at the list on our Awards page at the MSLA website. Who deserves to be recognized? The time it takes to submit a nomination can come back to you in ways you least expect.



Sandy poses with Jeff Kinney. She was the moving force in getting Jeff to speak at our conference.

PICTURE CREDIT: RICHARD CURRAN



Patti Karam, Horace Mann School, Newton

The "4C's": Not Just for Children

I consider myself one of those lucky people who loves to go to work each day. There is great excitement as I watch my students collaborate, communicate, display creativity, and use their critical thinking skills. But as a library teacher, I'm just as excited that these 21st-century skills are part of my everyday experience as well. They make me a more successful teacher and learner.

Whether a library teacher works in a small or large district, the ability to show and use our "4C" skills is just a click away. We work in a very exciting time, when the collective wisdom and creativity of our library peers is available through blogs, Pinterest, Twitter, and wikis. This list reflects the tools I currently glean, but luckily, I know someone in libraryland will open my eyes to the next new and exciting idea that will spark my imagination and library. I believe it is the infusion of new energy and ideas that are "begged, borrowed, and stolen" that help me remain excited and fresh in my pursuit of a great library program.

It's a wonderful time to be a learner. It's a wonderful time to be a library teacher!

2012 MSLA Award
MA Super Librarian Accolade
Elaine Pietras, Suzanne Harde, Westford, Academy

Student Teachers Energize School Libraries

One of the best investments I have made to our library program is to mentor student teachers. These individuals have made a difference to our information literacy program. Some student teachers are right out of college and are moving forward with their master's degree. Some student teachers are married with children, trying to juggle family life with being a full-time student. Student teachers come to us well-prepared, full of energy, enthusiasm and dedication.

program has become renewed. Student teachers can take a project that has been done the same way for years and can put a new spin on it.

Some of our student teacher projects:



Being a practicum supervisor does take some time away from your library activities and lots of explaining as to why you do things the way you do, but sharing this experience with a future library teacher is eye opening and rewarding. It often has you look at your own teaching more critically because you are reviewing your lessons with this new educator who brings

creative ideas, new technologies, and is current with the new learning standards.

Dedicated to my friend Dan Fleming, an outstanding Library Teacher and College Supervisor

Most of our student teachers have come from Simmons College, but some have also come from Salem State University and the University

of Rhode Island. Student teachers usually first send an introductory email to the school librarian to see if they would be interested in hosting a practicum student. From there, the Professional Library Teacher usually meets with the practicum student to see if their school schedule and environment would meet their program requirements. We would then set up a monthly calendar with approximate starting and ending dates as well as setting up their daily schedule. And then the real collaboration begins, between the practicum student and the library teacher, and then between the practicum teacher and the classroom teacher.

- Creating a book club blog
- Creating Voice Threads
- Cataloging books and DVDs
- Correcting Works Cited papers
- Developing pathfinders
- Serving as tour guides on our "Back to School" night and for freshmen orientation
- Inventorying sections of the collection
- Weeding sections, recommending replacements
- Updating our graphic novels collection
- Creating new book lists by reviewing book reviews
- Teaching Glogster to special education classes
- Developing handouts to support NoodleBib
- Organizing handouts and lessons with Livebinders
- Creating webcast tutorials to teach Noodlebib
- Organizing town history resources in a wiki
- Organizing library policies on Goggle Docs
- Recommending science fiction authors and series list
- Providing additional support staff to the library
- Checking Social Studies papers for parenthetical attribution
- Creating surveys for student feedback and assessment
- Instructing students and faculty on using Turnitin
- Providing Destiny and database instruction
- Designing book displays on various themes
- Creating Prezi modules to update instruction

Simmons College offers the library teacher and the student teacher a valuable tool, the "School Library Teacher Program Handbook," written by Dr. Frances Zilonis and Dr. Michele Cloonan. Filled with practical advice to both the practicum teacher and the library teacher, it includes the Massachusetts DESE Standards, lesson plans templates, teaching evaluation rubrics, samples of practicum projects, and even an FAQ for applying for a job.

One of the gifts of having a student teacher is the camaraderie that it creates between your student teachers and yourself. It is a special friendship that develops, in providing this new educator with a real world experience essential for them to grow into their professional position. And it is nice to see your student teachers become professional library teachers with libraries all their own, and sometimes if you are lucky, you even get to work with one professionally.

One of the major discussions a library teacher has with a practicum teacher is what projects should s/he should work on. This takes some brainstorming sessions because you want to fulfill the graduate student's program requirements but also create or revise a project that supports a collaborating teacher's academic mission. This is how our school library

If you are interested in having a student teacher, you should contact various colleges in your area that offer school library programs and speak directly to the program director. It will make a positive difference to your program.

2012 MSLA Award
MA Super Librarian Accolade
Joanne Freeley, Randolph High School

Encouraging students to read and giving them opportunities to have fun as they learn about the library are special features of my school library program.

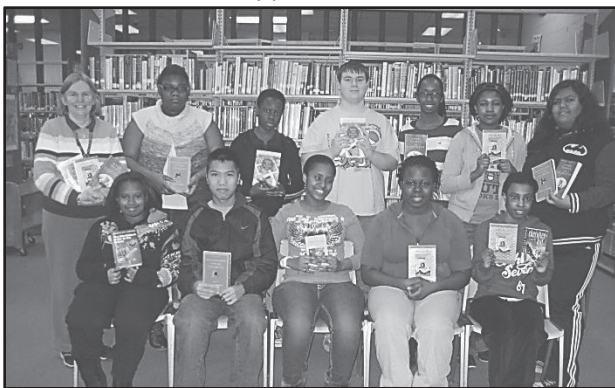
RHS Library provides a variety of activities for students throughout the year through grants from the Norfolk County Teachers Association (NCTA) and the Randolph Local Education Fund (LEF). Each month the RHS Library sponsors two contests: Birthday Bonanza and Authors & Famous Folks. During his or her birthday month a student can enter the birthday contest for a chance to win a prize. It takes only a minute to enter the contest and all students can participate. The Authors & Famous Folks contest offers students the opportunity to win a \$20 gift card to Barnes & Noble. Students answer five questions based on posters and books displaying authors born during the month. Students learn facts about books and famous people. The contests have become a permanent fixture in the library and get students interested in authors and reading.



The Randolph High Book Club meets weekly. Students can connect to books through cultural activities such as sampling new foods and playing games. When members read *Snow Flower and the Secret Fan*, we used an ink stone to make ink and then used brushes to learn a few basic strokes and characters. Students learned to eat with chopsticks. Book Club members get immersed in the library by helping to set up displays of books, choosing winners each month for the library's contests, or helping at the annual December Barnes & Noble fundraiser for the RHS Library. They get into the spirit of reading and even develop a bit of school spirit.

Randolph High School students are fortunate to have the Turner Free Library within walking distance. RHS Library and the Turner have a mutually supportive relationship. I target the incoming freshmen to ensure they all have public library cards and the public library get the cards to students in two or three days. I go into all Grade 9 English classes to explain the importance of the local library and offer students the opportunity to apply for new or replacement cards. The public library makes getting a library card more attractive by waiving some of the smaller fines. It's a wonderful way for the freshmen to realize the importance of reading and using all types of library resources.

A typical day at RHS Library is probably much like a day at any other high school. There are always students to help and students to chide. There's always a computer glitch to troubleshoot or a book to find for a student. There's always a teacher or staff member to help. There are the highs and the lows of the daily routine. The special RHS Library activities and projects help to make the library a more welcoming place for students and help me to get to know the students better.



Members of the RHS Book Club

Another highlight of School Library Month is the annual "RHS Students Get Carded." Students receive a small prize if they have their public library cards with them. The prize is a pencil imprinted "I got carded at Randolph High." On the final day before April vacation, I walk through the cafeteria with a mini shopping bag of pencils. Students who show me cards pick a pencil from the bag. Students who get a pencil with "You win with a library card" also receive a prize from a local business.



"RHS Students Get Carded" is a special event to celebrate School Library Month

2012 MSLA Award
LMC President's Award
Kara Staunton-Shron
Monument Mountain Regional, Great Barrington

Lessons from a New Librarian

It is a great honor to be recognized for the work that I have done since taking over the library at Monument Mountain Regional High School in Great Barrington. I am a former classroom teacher, and have taught for twelve years at MMRHS. I had good classroom management skills and rapport with the students, so getting to know the school culture was not the challenge my first year as a librarian; it was the library part that I struggled to learn.

My first lesson is that space is key. Doing something with the physical space was one of my first priorities. The library was a 1968 vintage, designed as open-concept with no walls and in the middle of the school. They did eventually put up walls, but there were no windows, no natural light and no air flow. There were three entrances to the facility and it was used as a short cut from one side of the building to the other. It had four rows of large seven foot tall stacks that dominated half the room. I took advantage of my good relationship with the Buildings and Grounds supervisor. He and his carpentry crew reduced the height of some of the shelving and moved other shelves to create more flexible spaces. The changes transformed the library, creating excitement among the students and staff; usage skyrocketed.

While I believe in a student-centered facility, I learned **my second lesson** quickly, that **being a solo librarian is tough.** I have no support staff and am alone in the library all day. I do get a half-hour lunch. But as more people began to love the library, it meant more demands on my time and more students to manage. Another lesson learned, that much of my job ends up being study hall monitor. My life is a constant interruption, and I found many library management jobs were going undone.

I came into this job thinking of all the cool ways I would encourage research and innovation, but **my third lesson was that I am only as good as the teachers I work with.** At the high school level, I rely on working with teachers on their projects. Many teachers can allot just one day in the library to gather information, which didn't leave me much room to teach research skills. I took advantage of relationships I had with teachers to collaborate; I can only imagine how hard this would be if I was new to the building.

Since I was so busy with managing study hall kids, passes, tech issues, and trying to co-teach, I learned **my fourth lesson, that collection development is a time-consuming process.** I try to keep up with reading reviews, but I often just buy on the fly and am not as thoughtful as I should be.

Most of my "business" comes from the English Department and I had great success with book talks to some of their classes. Thus, **my fifth lesson is that book trailers add so much to a book talk.** The first talks I did were just me holding up books and talking about them. I realized how flat that was and for my next book talk, I did a Prezi presentation with embedded book trailers and it went so much better. Multiple students often wanted the same book; a fight over who gets to read a book first is always welcome in my library.

While students were excited about reading after book talks, I learned **my sixth lesson, that tech tips bring in the teachers.** Teachers want to integrate technology into their lesson, but are often unsure of how to do that. I began to run "Ten Minute Tips" after our faculty meetings. I focused on technology and tools to use with classes. They have been well-received and have led to some great collaborations.

Part of my new technology integration was a website: <https://sites.google.com/site/monumentmountainlibrary/>.

I created pathfinder pages for classes, tailored to their assignment. I spent time assessing websites, finding the right databases, leading students through the log in process, only to quickly learn **my seventh lesson: student research still begins at Google.** No matter how easy I make it to find good information, as soon as I finish talking, they Google their topic. It makes me realize that perhaps more of my energy must be put into helping students evaluate those Google results instead of forcing them into a database.

The lessons continue every day in my second year, but I am very proud of the fact that I have helped to create a library loved by students and staff. I believe one of my main jobs is to instill in students the knowledge that libraries are a place to go throughout their lives to seek knowledge and a comfortable space for learning and reading.



Kara Staunton-Shron (left) receives congratulations from MSLA President, Valerie Diggs

PICTURE CREDIT: RICHARD CURRAN

2012 MSLA Award
LMC President's Award
Joanne Teliszewski, Canton High School

When I was first informed that I had received the MSLA President's Award, my initial thought was, "But I've just started. There's still so much more to do!" What I have come to learn as I near the end of my second year as a school librarian is that there will always be "more to do" in the library. It is for this reason that I chose this career in the first place; the work never ends and I am learning each day.

I am in the fortunate position to be working at a school where I was a guidance counselor for thirteen years. When I made the career change to librarian, I already knew the school culture and had established a solid working relationship with many of my colleagues. One department I have always had a great relationship with is our Art Department.

One goal of mine when I first started working in the library was to beautify the environment and display student art work. The Canton High School Library was renovated in 2006 and is the former gymnasium. It is a big, expansive, beautiful space with lots of tan walls to fill. I want it to be welcoming and pleasing to the eyes to everyone who enters.

I spoke with one of our Art teachers and commissioned him and his studio art class to make beautiful, bold and colorful words that now hang on our library walls. Another Art teacher had her Drawing and Painting class make beautiful black and white still life pieces on large canvases which look stunning on top of our tall bookcases. Lastly, the Photography Club Advisor and I worked together this year on displaying student photographs on the short bookcases for all library visitors to see and enjoy as they enter. One of the art classes also made a cardboard sculpture collage for the library wall.

Inspired by the success at Chelmsford High School, I have worked with our Chorus teacher and our Band teacher and have hosted their classes here in the library for very successful "Listening Lunches."

LMC PRESIDENT'S AWARD This award honors MSLA members who have been in the school library profession for three or fewer years. This member has made a significant impact on student learning through a quality school library program. The recipients must have a professional library degree or state certification as a school librarian. In each region, the Area Director will receive nominations from members of the respective region and may make recommendations him/herself. Honoree receives a certificate and a one year subscription to a publication, donated by Linworth.



Joanne Teliszewski (left) receives congratulations from MSLA President, Valerie Diggs

PICTURE CREDIT: RICHARD CURRAN

In addition to improving the physical environment of the library, I was also successful in applying for two local grant opportunities. One has enabled me to purchase a "starter kit" of new technologies (iPad, iTouch, Kindle Fire, flip cameras and Playaway audio books) for our students and faculty and the other grant will allow me to start purchasing eBooks on the Follett Shelf platform this fall.

With my school district purchasing the Edline software system, I was also able to revamp the school library website into a more user friendly format. I publicized the new website over a five day period with the faculty and it resulted in more teachers reaching out to me. I have significantly increased the collaborative teaching I did this year. I also send a weekly email blurb to the faculty highlighting a particular app, website, resource or article.

Lastly, I try to do as much professional development as possible. From the free workshops through the Massachusetts Library System (MLS), the MSLA annual conference, to webinars and attending meet and greets with fellow school librarians in southeastern Mass or joining a wonderful consortium of high school and college librarians at Curry College, there is so much to learn from the wonderful work of others. Social media network sites like Twitter also make it easy to follow and know about current technologies and trends. I try to learn from the best of the best and adopt the great ideas to my high school. It truly is an exciting time to be a librarian and I am so thankful I made this career change.

2012 MSLA Award
Web Seal of Excellence
Jennifer St. Michel
Hurley Middle School, Seekonk

This article originally appeared in the April 2012 MSLA Forum

Create an Online Presence for Your School Library!

<http://hms.seekonk.sharpschool.com/For%20Students/library>

Having an online presence is a crucial element to my school library program. It is a place where students and teachers can access my library handouts, databases, reading suggestions, research tips, and more! My website has allowed me to extend library services to the school community on a 24/7 basis. If you are thinking about creating your own library website, here are some things to consider.

Where to host? You may find that your district's site is not flexible enough for your needs. If so, ask for permission to host your site on an external website (such as Teacher Web, EduBlogs, or Weebly for Education). Make sure that you link to this site from the district web page and check any advertising on your chosen website for appropriate content for your students.

Plan your site. Your website is a reflection of you and your school library program, so it is important that your site is organized in a way that best serves your patrons. If it isn't user friendly, your visitors will not return! For example, I listed the subpages that run along the left side of my homepage in descending order of frequency used. I placed the "About My Library" subpage at the top, since it serves as an introduction.

Showcase the tools you use! I use many web 2.0 tools and have incorporated them within my pages. Visitors are greeted with a Yahoo! avatar, my career day presentation is a Prezi, some of my page headings are Wordles and my library orientation video is done via Go! Animate. My National Library Week page includes a stop motion video of a typical day in the school library as well as a video I created showing some of my statistics regarding my library usage. Videos created by my tech club are included on their project page and a photo slideshow of the library interior is included on the About the Library page. By including these items, you are giving those outside your school community (parents, other SLMS) a better idea of what you are all about! Don't be shy as this is a great chance for you to brag a little!

Rein yourself in. I made the mistake of trying to categorize and link to every great website I encountered from my website. As you can imagine, this became very overwhelming! I decided that

keeping it simple was best and now my recommended websites are limited to online databases and e-books only. For current research projects, I do create an electronic pathfinder which contains subject-specific website links. This is manageable for me and has worked out very well for the students!

Keep it current. Your website will require diligence to keep it up to date. It's a good idea to check your links every so often to ensure that they are not broken. Also, be sure that any document uploaded to your site is the most current version. It is frustrating to your visitors if your site is outdated.

I spent a lot of time getting my site to where it is today, but it was time well spent. My website has become an outreach of my library. It is a place that students can go when they realize that they don't have the necessary library handouts that will help them with their research. It is also a place where teachers can access the resources that I give out in the library so that, even if I am not physically in their classroom, the library presence will be. I hope that these tips will help you get started creating a website for your library.



Jennifer St. Michel (left) receives the MSLA Web Seal of Excellence from MSLA President, Valerie Diggs.

PICTURE CREDIT: RICHARD CURRAN

MSLA Web Seal of Excellence

A school library's web presence is an important tool for teaching, learning, communication, advocacy, and public relations. This award will recognize excellence in a school library's use of web tools: webpage, ning, wiki, blog, etc. The School Library webpage is maintained by the Library Teacher who has been a member of MSLA for at least 2 years and must hold a professional library degree or be a state certified library teacher.

Nominations will be evaluated using a rubric with specific criteria for judging the web devices. Application for this award can be made by the Library Teacher or other member of MSLA. Judging panel may involve non-Massachusetts school librarians, using the rubric with specific criteria for school library web devices.

See the MSLA website for forms.



Leslie Kmiec and Paula Myers
Lincoln Sudbury Regional High School

<http://www.lsrhs.net/library/>

This article appeared in the April 2012 issue of the MSLA Forum



Imagine the library of your dreams—a fantastic space for resources, researchers, readers, and roamers; an inviting, exciting, user-friendly place designed for your patrons’ needs. Well, you can have that dream space on the Web, so why not take advantage of it?

Creating our website was a collaborative process, with each of us generating ideas and discussing their merits and drawbacks. Both of us had some previous experience working on websites—Leslie with the old L-S library website, Paula at her former school library in Chicago. We were fortunate to get summer professional development funding, which enabled us to redesign the L-S Library site completely. Here are some things we considered and did...and you can too!

DESIGN

Layout Choice 1: Fluid or Fixed Width?

Although many folks start the Web design process by choosing a template, our first design question was, “Should our site be fixed width or fluid width?” A fixed website has a set width, regardless of the size of the browser window. Designers have more control over what the website looks like, and fixed width sites can be easier to design. However, if one makes the window too narrow or increases text size too much, some text and images are “cut off” so that users must scroll horizontally as well as vertically. Conversely, when one resizes a window on a fluid width website, the text and images wrap, minimizing the need for horizontal scrolling. Although fluid width sites can be more difficult to design and the designer has less control over how the site is viewed, we felt that ease of use and user control should be our top priorities. We went with a fluid layout (except for the right-hand “Quick Links” column, which does cut off text when the window is resized).

Layout Choice 2: Template

The great thing about templates is that they look professional and reduce the design work. We chose the fluid width Nautica 2.2 Liquid template by STUDIO7DESIGNS (fluid width layouts are sometimes called “liquid”). We also used some of the coding from Matthew James Taylor’s site to create a third column on some of our web pages. Of course, customizing took some time and experimentation (and frustration), but it was worth it in the long run.

Layout Choice 3: Tabs and Quick Links

The tabs at the top of our site represent the major sections of our website, and allow one to navigate the site efficiently without monopolizing space on the home page. The Quick Links on the right allow users to go deeper into the site with one click (rather than having to “drill down” with multiple clicks). For example, if one wants to see the Book Reviews page, one may directly access it through Quick Links, rather than having to click on the Reading tab first.

CONTENT

Research: Databases

Databases and the library catalog are the core of any school library website. On the old site, databases were listed on a table with notes about the types of resources each offered. This made sense a decade ago when all the databases fit on a single sheet of paper when printed and we put the passwords on the reverse; this was a helpful

handout for teachers and students. The table approach became unwieldy as the menu of databases grew. The Boston Public Library site served as a model with its dual pages—one organizing databases by subject and another listing them alphabetically. We were able to create regular HTML pages that function in a similar way and authenticate by IP at school and with passwords from home. Subject area arrangement is conducive to student research and teachers are impressed with the results. We have the flexibility to add a database to a subject area as assignments warrant without adding rows to a table and agonizing over placement.

Search by database title:

A|B|C|D|E-F|G|H|I|J|K|L|M|N|O-P|Q|R|S-T|U-W|X|Y|Z

What makes both of our database pages work well are a couple of built-in navigation devices. The Databases by Subject page is actually quite long, if one scrolls from top to bottom. However, embedded code within the page (using anchors) allows one to jump from the top of the page all the way down to the bottom of the page. While the Subject page is more frequently used, the A-Z page is most direct when one wishes to search a single database.

Research: Remote Access

 HOME ACCESS Passwords (Use your L-S login)

Google is, hands down, the databases' most formidable competitor with its single almighty search box, a treasure trove of hits, and no username/password required! Convincing our students that a million hits may be too much of a good thing and that the quality of information in "premium channel" databases is worth the extra time and effort is a challenge - starting with "the password problem."

Why do some database vendors insist on assigning highly secure, but impossible to remember access codes rather than allow librarians to standardize access across all the library's database subscriptions with a single, easy to remember login? As if school librarians aren't strapped enough teaching electronic research strategies in a relatively brief class period, we must also find efficient ways to disseminate remote access information both in print and electronically. We have found the best solution is to put a PDF copy of our database login info on the school server, which can only be viewed by those with an L-S account. Students and staff are prompted for their school account info and a PDF listing all the database passwords launches. No more "I lost my password" excuses.

Research: Documentation

Considering the importance of documenting research and the fact that electronic content has multiplied the types of sources one might consult when writing a term paper, it seemed reasonable to devote a special page on our site to bibliographic instruction. Our Cite It! page offers printable color-coded, properly punctuated cards (that we created) for the most common types of sources. These are a popular choice, especially for those overwhelmed by bibliographical generators. We also keep stacks of them on hand in the library for students to take as needed. In addition, we have links to NoodleBib, EasyBib and a variety of excellent EasyBib handouts, online writing tutorials, and Paper Rater—which has an online proofreader and plagiarism detector.

Home Page: Library PR & Statistics

It never hurts to have some good PR right on the main page! To encourage those who use our website to come and visit the library and publicize our special displays, we currently have a clip showing a display of an L-S art teacher's graduate school thesis project. Our library goals last year included an emphasis on data collection, so we put these numbers to good use, providing "Library Fast Facts" on the home page of our library website, along with a link to our School Committee presentation. We use Google Analytics to track website usage. It's a powerful tool and free. Code pasted into every page tracks many factors – usage over various time periods, the Web browsers used to view your page, site speed and presents the info in chart format.

HAVE YOU GOT WEBITUDE?

There's no question that this was a major undertaking and we could not have done it during the regular school year. As with any major program changes, there's a learning curve, but we think that the results were worth the work. If you have the opportunity, we encourage you to revisit your website's design and content offerings to see if it is meeting your patrons' current needs. If a new site is in order and you take the time to redesign thoughtfully, we guarantee it will pay dividends with increased usage of both your website and your school library.

Reorganizing Your Fiction Collection by Genres (WEED at the Same Time...and Keep Your Collection Circulating)

by Leslie Lomasson, Librarian, Amherst Regional High School Library

Here is a step-by-step plan for overhauling your fiction collection, using genre groupings. It is a massive project taking one to two years to complete. The rewards of increasing the usage of the fiction books and improving students' experience are worth the work.

PRELIMINARY PLANNING: Develop your categories.

At ARHS, we have: **General Fiction, Adventure, Romance, Classics, Historical Fiction, Mystery, Fantasy, Young Adult.**
All are alphabetized by author within their genres.

STEP 1: WEED (about half a book cart's worth of books):

- Print out a list of low-circulating books
- Select a "half a cart's worth" of books from the low circulating list, starting in order from the beginning of the alphabet
- Review books to keep or weed and sort onto two carts
- **Books to delete:** Delete record from catalog

You will have 3 carts going at this point, labeled:

- 1) Books to review (see book review form)
- 2) Books to delete from collection
- 3) Books to keep and re-categorize into genres

STEP 2: CATEGORIZE , CATALOG, PROCESS :

- Decide genres you wish to use in your library
- Create an empty cart(s) with sections divided by genre
- Review books to determine genre; sort onto the cart(s)
- Re-catalog books to reflect genre (e.g., FIC Classics ANN).
- Process: Add genre labels to spine and reprint the spine and barcode labels to reflect new cataloging.

STEP 3: PULL THE HIGH CIRCULATING BOOKS TO CATEGORIZE AND CATALOG

- Take the rest of the books (a half cart at a time) from the section you've been working on and put those books directly on a cart to categorize into genres. Re-catalog those books to reflect genres and then process those books with genre labels.


STEP 4: RESHELVE:

- After books have been re-cataloged to reflect genres and processed with new spine and barcode labels, **re-shelve the books in the old alphabetical-by-author order.** This allows your library to continue functioning while you continue to review, catalog, and process books.


Your initials: _____

FICTION BOOK REVIEW: Copy ID: _____
Student Recommendation

Circle one:



Yes, keep this book.



Weed it!

Weed because:

_____ Worn and damaged

_____ Material is condescending, stereotyping or patronizing.

Any other comments? _____

REPEAT STEPS 1-4:

- Repeat above steps with the next cart's worth of books until you have completed your entire fiction section from A to Z.
(This could take as long as a year or two.)

HEADS UP: MONITOR BOOK RETURNS

- As you do this project, some books will not be on the shelves, as they are circulating. Monitor book returns to catch those books which were checked out while you were working on a specific section of the collection.

THE FINAL STEP: "THE BIG PULL"

- Determine how many books you have in each genre. Determine approximately how many books fit per linear foot on your shelves and then determine the amount of shelf space each genre will need.
- Plan where your books will go when re-organized into genres.
- **PULL ALL FICTION OFF THE SHELVES.**

Reorganize into genres and use attractive signage so patrons can easily browse the shelves

Should we "Ditch Dewey"?



How do we balance the need to organize and maintain our collections with the need to make our libraries user-friendly? Can we promote "special collections" and still use the Dewey system? Should we move towards a bookstore arrangement and use "genre shelving" for fiction and nonfiction?

The AASL Board of Directors received a concern from the AASL Affiliate Assembly, asking for a study of the question. Watch for future announcements from AASL.

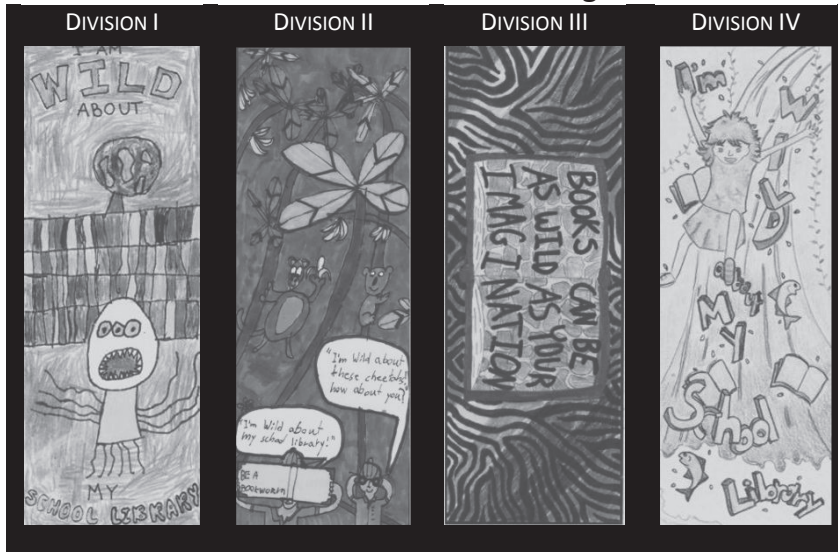
This fall, we will survey members on this "Hot Button" issue. If you are interested in working on this project, please contact MSLA Forum Editor, Ann Perham aperham@maschoolibraries.org

2013 Bookmark Contest: "School Libraries: Books and Beyond!"

by Linda Coviello, Bookmark Contest Chairperson

Mark your calendars for the next Bookmark Contest...the roll-out will begin on October 1, 2013 and the theme this year will be "SCHOOL LIBRARIES: BOOKS AND BEYOND!" This will provide an opportunity for your students to showcase all of the vital services and resources (think print, digital, Web 2.0, etc.) provided by our School Libraries. And to expand on our theme of current and technologically savvy programs, we are considering the possibility of including a digital art category as well. Look to the MSLA listserv and webpage for updated directions, entry forms, FAQs, resources to help you run the contest at your Library, and details on the Awards Ceremony. You won't want to miss it!

2013 Bookmark Contest Winning Entries



TIMELINE

- September 1:** Announcement of the theme
- October 1:** Posting of the template, and rules/FAQs
- February 15th:** Entries are due
- March 3rd:** Judging at the MSLA Annual Conference
- March 4th:** Announcement of winners
- March 15th:** Posting of winners and honorable mentions on the MSLA webpage
- [Date TBA]:** MSLA/MLA Legislation Day Awards Ceremony at the State House

Pat Keogh's Favorite Books for Elementary and Middle School Children



Here are some newly-published titles, sure to please. *Soon to come!* Look for *Starry River of the Sky* by Grace Lin* and *Son* by Lois Lowry later this year. Happy Reading!

- **Bob Graham** creates unusual picture books. *A Bus Called Heaven* (Candlewick) is a charming story of how a broken-down bus becomes the gathering place for city neighbors who had never met. Young Stella makes it all happen; lovely watercolors, heartwarming story.
- **Brian Lies'** illustrations in *More* (Houghton) by **I.C.Springman** bring the fable of "less is more" to new heights.
- **Matt Tavares*** has a fascinating picture book about Ted Williams, *There Goes Ted Williams* (Candlewick).
- *Brothers at Bat* (Clarion) by **Audrey Vernick** tells the incredible story of the Acerra brothers who formed all-brothers team and traveled around New York and New Jersey in the 1930s. An excellent author's note fills in the real story.
- For upper elementary and middle school readers, **Jo Knowles'** *See you at Harry's* (Candlewick) is a searing look at family dynamics before and after the death of a child. The book is beautifully written and the story is hard to forget.
- Readers met Deza Malone in **Christopher Paul Curtis'** *Bud Not Buddy*, but now she has her own Depression-era book, *The Mighty Miss Malone* (Random House). She is an irrepressible character going through the many changes families endured during those troubled days. The author provides a helpful Afterword.
- Another unforgettable read is debut novelist **R.J. Palacio's** *Wonder* (Knopf), the memorable story of a boy with serious facial deformities who is going to school for the first time. How will he be treated? This would work well with **Sharon Draper's** *Out of My Mind*. Both stories linger in the mind and provide much material for discussion.
- Once again this season nonfiction shines. *The Great Molasses Flood* (Charlesbridge) by **Deborah Kops*** highlights this historic event on a January day in 1919 when a molasses tank burst, spilling molasses throughout Boston's North End, causing death and destruction.
- *Outside Your Window: A First Book of Nature* (Candlewick) by **Nicola Davies** and illustrated by **Mark Hearld** will inspire children to explore the world around them in each season. Biologist Davies and artist Hearld create a spectacular look at nature.
- **Steve Jenkins** rarely disappoints. Collage illustrations in *The Beetle Book* (Houghton) are riveting and presents the information clearly.
- I loved **Sy Montgomery's** *Temple Grandin: How the Girl Who Loved Cows Embraced Autism and Changed the World* (Houghton). What an inspirational story for a family touched by autism, and for the rest of us who love seeing a success story. First-rate nonfiction.

* These authors will be at the MSLA Conference in the Sunday/Monday "Author Meet & Greet"

Guided Inquiry Workshop at CISSL

By Rachel Keller Bouhanda, Teacher-Librarian at Revere High School.

Rachel is currently pursuing a Certificate of Advanced Graduate Studies in Education, Media, and Technology at Boston University.

It was a double homecoming. Being a New Jersey native and a graduate of Rutgers University, my attending the residential summer institute offered by the Center for International Scholarship in School Libraries (CISSL) in June was an opportunity to return to my roots.



CISSL had provided scholarships for me and Mary Ellen Dakin, a fellow teacher and author of *Reading Shakespeare with Young Adults*, published in 2009 by

the National Council of Teachers of English (NCTE). The institute was attended by regional teams from the United States, as well as international participants from Australia, Japan, and China.

The keynote address was presented by Ross Todd, Director of CISSL. He discussed recent research in school libraries centering on a two part report on "The Findings and Recommendations of the New Jersey School Library Survey" developed by CISSL. The full report can be found on their website <http://cissl.rutgers.edu/>.



Ross Todd (left) with Rachel Bouhanda

The first day of the institute focused on Carol Kuhlthau's model of Information Search Process (ISP) and moved into a study of "Guided Inquiry" as presented by Leslie Maniotes, co-author with Carol Kuhlthau of *Guided Inquiry Design: A Framework of Inquiry in Your School*, published in 2012 by Libraries Unlimited. The discussions centered on building a guided inquiry team.

The inquiry team would be the core learning team in the inquiry process, expanding from the traditional collaborative model of teacher and school librarian. It is now suggested, by the research done by Kuhlthau, Maniotes, and Caspari, that the resulting synergy of the inclusion of a third team member might significantly expand the inquiry process. The three member core team would include the school librarian, one teacher, and a third

member of the school community who might add a slightly different perspective on the inquiry process. One example might team the school librarian, a history teacher, and an English teacher, adding a cross-curriculum element to the project. Other combinations might involve including the art teacher, the instructional technology teacher, a literacy coach, etc. The professional expertise of each member of the group will bring a new and exciting dimension to the process. In *Guided Inquiry Design: A framework of Inquiry in Your School*, authors Kuhlthau, Maniotes, and Caspari, emphasize the need to create a structure by developing norms for collaboration. Each member of the group needs to have a defined role, and routines need to be established to ensure success.

I will be returning to school with many new tools and ideas. I look forward not only to sharing these with my colleagues, but also to working with them to build core learning teams to develop guided inquiry lessons.

On the second day of the Institute, LaDawna Harrington, school librarian and author of *Guided Research in Middle School: Mystery in the Media Center*, presented sample lessons to demonstrate each of the steps of the Guided Inquiry Design Process: Open, Immerse, Explore, Identify, Gather, Create, Share, and Evaluate. Leslie Maniotes also discussed her research on what she terms "the third space," focusing on a learning centered environment. The first space would be the student's world, their previous knowledge and experience. The second space is the curriculum and what students need to learn. The third space is the connection that must be made between the student's world and the curriculum.

Throughout the three days of the Institute, our teams worked with the institute staffers to design inquiry units that we will bring back to our schools. On the third day we were treated to a presentation on the Japanese school system, and each team was given the opportunity to present the units developed during the institute.

I will be returning to school with many new tools and ideas. I look forward not only to sharing these with my colleagues, but also to working with them to build core learning teams to develop guided inquiry lessons.

References

- Kuhlthau, CC., Maniotes L., and Capari, A. 2012. *Guided Inquiry Design: A Framework of Inquiry in Your School*. Santa Barbara, California: Libraries Unlimited.

Teleconferencing: I See You, You See Me!

by Sharon Hamer, Belmonte Middle School, Saugus



Have you ever Skyped or videochatted? I have and the results are less than satisfactory. The picture is sometimes blurry and bitmapped, the audio can be muffled or non-existent. Well, our school has vaulted into the next level of face-to-face video interaction. We have a Cisco teleconferencing unit that allows us to have real-time, video conferencing with high quality video and audio.

Purchased using district funds, our visionary superintendent put one of these units in both the high school and middle school Learning Commons here in Saugus.

My rudimentary understanding of the process is this: using a direct connection via an Ethernet cable connected directly into a data port, we can contact any other teleconference system using their IP address. So, for example, I can dial the high school's IP address using the remote supplied with the system. As long as their unit is on, they will answer my call and we will be connected and able to see and talk to each other on the high definition television of the unit. The system has a high definition camera attached and relays our picture to them and theirs to us.

Another way of contacting other teleconferencing units is through a bridge. There are organizations that facilitate connections between content providers and users. Using a bridge, several schools can dial in to that bridge and be connected simultaneously. Then the content provider can teach a lesson or share information with all of the schools that are connected. The schools can see each other as well when they are called on to participate or answer questions.

Teleconference with SOITA Learning Technologies from Ohio on the topic of Cinco de Mayo

A content provider is anyone or any organization that has information to share and has access to a teleconferencing unit. Many museums, universities, non-profit organizations and educational organizations offer programs for free or for a low cost. There are websites that list the offerings from these providers, and you can register to have them sent to your email address as well. Individual classrooms can also become content providers when they have something to share. For example, we had a teleconference with a class in Florida to discuss "The Outsiders" with some of our 7th grade students. In September our Spanish classes will be learning about Latin American food and restaurants with a group in Columbia.

Although many of these programs are free, some charge anywhere from \$50 to \$150 for a session. One source of funding for these programs can be your PTO. But the largest expense is purchasing the unit, which costs many thousands of dollars. It makes a great grant idea and would allow your school to be on the cutting edge of technology. We have a Cisco unit, but there are also other manufacturers. If you end up with one let's exchange IP addresses and visit!!



Stephen Mazulli begins at Quincy North High School in September. This is his first high school assignment and is looking forward to the new challenge.

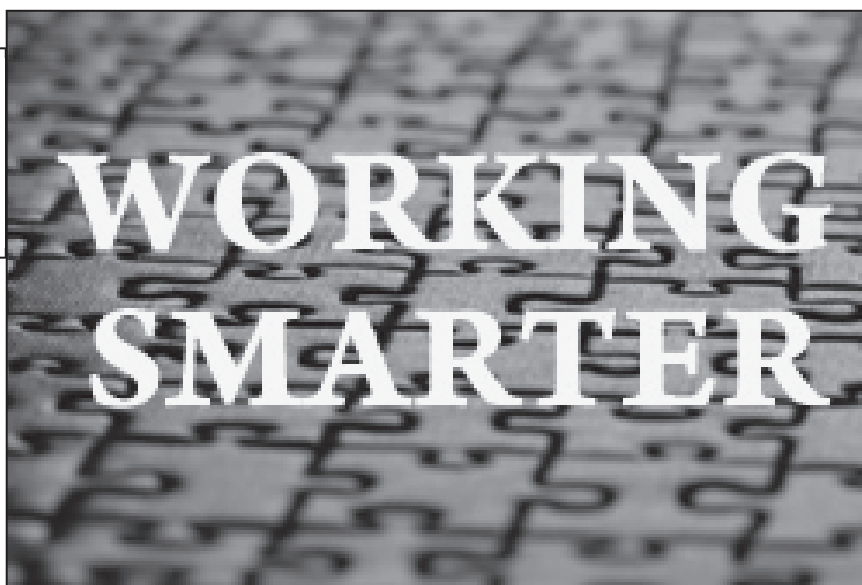
MSLA Executive Director **Kathy Lowe** has been appointed by Susan Ballard, President of the American Association of School Librarians, to chair the AASL National School Library Media Program of the Year Award Committee. The charge of the NSLMPY Award Committee is:

"To act in an advisory capacity to Follett Library Resources and AASL in the selection of school districts to be given cash awards for demonstrating excellence in their school library media programs; the eligibility criteria will include schools and school systems from kindergarten through the twelfth grade." Kathy's former school library at Boston Arts Academy and Fenway High School in Boston won the NSLMPY Award in 2004. Kathy also recently presented sessions at the Maine Libraries United Conference in Orono, ME and the ALA Annual Conference in Anaheim, CA on the AASL Lesson Plan Database. Kathy is Lead Moderator for the database, which includes lesson plans submitted by K-12 school library practitioners that incorporate AASL's Standards for the 21st Century Learner and are cross-walked with the Common Core State Standards. The database is free and open to all to search and submit lesson plans: aasl.jesandco.org

Share your Member News! Contact Nancy Stenberg

Thank you to Leslie Schoenherr, editor of this column for two years.

She is stepping down, so the "Help Wanted" sign is out! Interested? Contact Ann Perham.



INVENTORY SURVEY

Think back to the 2012 Conference closing session, and the panel moderated by Sandy Kelly. We held our collective breath as Sandy confessed her "deep dark secret:" she has never done inventory in her elementary library! Leslie Schoenherr decided to find out if Sandy was alone. Leslie posted a Survey Monkey to the MSLA members. In all, 70 people responded to the survey on inventorying:

Q: Do you inventory your collection at the end of the school year?

Yes: 39.7%

No: 60.3 %

Q: Do you inventory your collection sometime during the school year?

Yes: 22.1%

No: 77.9%

Of the respondents, 37 made comments.

The most frequent comments included:

Lack of time or personnel (12)

We do inventory every 2-5 years (8)

We do partial sections, not a complete inventory (9)

DATABASE ACCESS FOR FORGETFUL STUDENTS

Rachael Costello, *Pentucket Regional High School*

Getting the database passwords to students for remote access at home is a challenge. I always give a print copy to every student at the beginning of the school year but inevitably it does not find its way to the student's home computer.

So now I post all of the passwords on our Student Learning Management System (Ours is School Loop). It's behind a password protected wall so the proprietary passwords are protected but students are checking their portals all the time and have access to the passwords whenever in need. Our SLMS has a calendar on every student's page and as librarian I can add an event to each day for the whole school year.

SUMMER CIRCULATION

Lynn Weeks, Bourne Middle School, took a poll via the Listserv of libraries that allow summer circulation of their collection. Within a few short days she had 21 replies:

- 11 check out books to students for the summer
- 3 check out books to the public library for the summer & students have access that way
- 7 do not check out books for the summer.

The eleven that allow summer circulation gave these reasons: they stated policies such as being up to date with other libraries; some do it only for students with a financial need or that are attending summer school; one is a private school with students that have enrolled for the next year. Schools have reported minimal loss.

Three schools lend to the public library for temporary collections because it will have more circulation than the book going to just one student for the whole summer.

Of the 7 that do not check out books, 2 have considered it and 2 have done it in the past but have stopped due to loss of an aide, loss of the books over the summer, lack of time, etc...

WHAT TO DO WITH THOSE DISCARDS

Margaret Phoenix, *Notre Dame Academy*:

People are always asking what to do with discarded books aside from throwing them away. I have used Got Books in the past, but they don't pick up where I am teaching now. So I had to investigate some alternatives. The Salvation Army was great and picked up from me several times. But now I use More Than Words: <http://mtwyouth.org/>

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Becky Herrmann, Chelmsford Public Library:

The Reading Tree, formerly Hands Across the Water. We have used them to take the remainders after our book sales, but they also have donation boxes around the state: <http://www.readingtree.org/>

Lisa Prolman, Greenfield Public Library:

- Empire Book Sales 508-494-4994
- B-Logistics www.blogistics.com
- Pro Quo Books 413-205-2971
- GotBooks 978-664-6555 www.gotbooks.com
- Better World Books www.betterworldbooks.com/go/libraries

LIBGUIDES

Leslie Lomasson, Amherst Regional High School, queried the ListServ about LibGuides and how libraries are using them.

Robyn York, Head Librarian at Bishop Feehan High School, uses them as her homepage and for research guides. She highly recommends the results as a great way to get a strong digital presence for the library. One of the pros is the pre-formatted nature of the content management system because you can post content quickly, but the formats can be a con too if you have a particular layout in mind.

Teachers and students are using the guides in their research. When you create and publish a guide, you can make the URL user friendly so students can type in the web address and go directly to the page, ex: <http://bishopfeehan.libguides.com/theroaringtwenties>, rather than clicking on several library website pages/links to get to the guide itself. One day when I get better at coding, I may have a separate home library page, but I would keep LibGuides for creating and managing research guides.

Another great thing about LibGuides is the usage statistics for each page. You can see what guides are popular and collect data for monitoring library site use. Also, the research guides act as a portfolio of the collaborative projects you have completed with teachers and students.

Check out Robyn's site at: <http://bishopfeehan.libguides.com/home>

Robin Cicchetti, Head Librarian at Concord Carlisle High School, uses LibGuides as our main webpage. I love it. No cons. Robin's site: <http://libguides.colonial.net/content.php?pid=203334&sid=1698729>

Debbie Owen, Librarian at Hudson High School, decided to keep using her blog as the library homepage and use LibGuides solely for research guides because she likes being able to use the blog to update students and staff on news. Debbie's site: <http://libraryinfozone.edublogs.org/> Under "Important Links" select "HHS LibGuides."

Liz Percy, Librarian at Westwood High School, has been thinking about using LibGuides as the library webpage interface for next year. Our school is switching from our current web host to Google sites and I find it pretty user-unfriendly. One feature I really like with LibGuides is the tech support.

American Association
of School Librarians



Website for
Teaching & Learning

The Top 25 Websites foster the qualities of innovation, creativity, active participation, and collaboration. They are free, web-based sites that are user friendly and encourage a community of learners to explore and discover.

Media Sharing

Projeqt: projeqt.com
Gamestar Mechanic: gamestarmechanic.com
Vialogues: vialogues.com
Popplet: popplet.com
Jux: www.jux.com

Digital Storytelling

Comic Master: www.comicmaster.org.uk
My Storymaker:
www.clpgh.org/kids/storymaker/embed.cfm
Inanimate Alice: www.inanimatealice.com

Manage & Organize

Quicklyst: www.quicklyst.com
Spiderscribe: www.spiderscribe.net
Stixy: www.stixy.com
Remember the Milk: www.rememberthemilk.com

Social Networking & Communication

Celly: cel.ly/forschools
Wiggio: wiggio.com
Collaborize Classroom:
www.collaborizeclassroom.com

Content Resources

Study Ladder: www.studyladder.com
Historypin: www.historypin.com
Learn it in 5: learnitin5.com
ARKive: www.arkive.org
DocsTeach: www.docsteach.org
iWitness: iwitness.usc.edu/SFI

Curriculum Collaboration

How to Smile: www.howtosmile.org
StudyBlue: www.studyblue.com
NASA Kids Club:
www.nasa.gov/audience/forkids/kidsclub/flash/index.html
Springnote: www.springnote.com/en

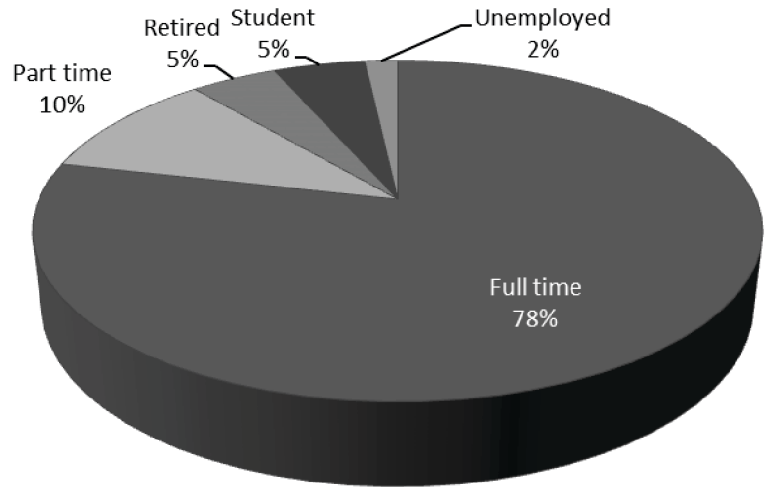
New MSLA Members 2011-12

Ellen Arapakos	Champlain Valley Union HS	Hinesburg, VT	Terri Maginnis	Book Fairs by Book Ends	Winchester
Johnna Aggelikas	Thorpe Elementary School	Danvers	Nancy Mark	J.F.Kennedy Elem. School	Canton
Marilyn Antonucci	Elias Brookings School	Springfield	Jane Martellino	Consolidated School	New Fairfield CT
Cherian Armstrong	Chatham Elem. School	Chatham	Suzanne Mathews	Trotter School	Dorchester
Meg Aust-Anastasi	Springfield City Library	Springfield	Elizabeth Matos	Simmons College GSLIS	Boston
Shirely Balestrier	Worcester Academy	Worcester	Kevin McGee	Forst Park Middle School	Springfield
Jill Barker	Stevens Memorial Library	North Andover	Kelly McManus		Sterling
Nancy Baumann	Lindenwood University	Ballwin MO	Linda McSweeney	Stowe High School	Stowe VT
Hut Beall		Amherst	Sarah Menesale	Sanborn Elem. School	Andover
Jaime Lyn Bears	Simmons College GSLIS	Boston	Kris Millecam	Simmons College GSLIS	Boston
Maya Bery	Simmons College GSLIS	Boston	Elizabeth Miller	Stevens Memorial Library	North Andover
Kira Bingemann	Pine Cobble School	Williamstown	Kathy Moran-Wallace		Methuen
Alexandra Caram	Simmons College GSLIS	Boston	Carrie Morenberg	Gann Academy	Waltham
Elyse Caruso	University of Rhode Island	Kingston RI	Irene Muka		Greenfield
Gregory Caruso	Lilla G. Frederick Pilot MS	Dorchester	Ken Mullen	Pioneer Valley Reg. School	Northfield
Lauren Clark	Simmons College GSLIS	Boston	Devika Muruga	Nessacus Regional Middle	Dalton
Christine Colonero	Whitinsville Christian Sch.	Whitinsville	Julie O'Brien	Univ. of Rhode Island GSLIS	Kingston RI
Sharon Colvin	Chelmsford Public Library	Chelmsford	Katherine O'Kane	Univ. of Rhode Island GSLIS	Kingston RI
Kelly Connolly	Beaver Country Day	Brookline	Michael O'Neill	Author & Photographer	Florida
Tom Corbett	Cushing Academy	Ashburnham	Meghan O'Neill	Pingree School	South Hamilton
Alyson Cox	Simmons College GSLIS	Boston	Colleen Palmer	Weston Public Schools	Weston CT
Kari Dalane	Rutgers Univ.School Comm.	Rutgers	Melisa Paulino	Cambridge Public Schools	Cambridge
Marie D'Ambruoso	Simmons College GSLIS	Boston	Maria Porcaro	Worcester Academy	Worcester
Faith Dantowitz	Dexter School	Brookline	Holly Quaratella	Aitken Elementary School	Seekonk
Judi DeBonise	Wareham High School	Wareham	Felicia Quesada	Simmons College GSLIS	Boston
Katie DeFrank	Steward Elem. School	Topsfield	Elizabeth Raczkowski		Housatonic
Michael Deschenes	St. Sebastian's School	Needham	Elizabeth Reisz	York Maine Schools	York ME
Laura DiBacco	Reading High School	Reading	Tammy Reynolds		Dalton
Lucia Dolan	Epiphany Middle School	Dorchester	Patricia Rim	Bancroft School	Worcester
Tara Draper	Sandwich High School	Sandwich	Jane Robinson	Gann Academy	Waltham
Julie Durmis	Cambridge College	Cambridge	Beth Rohloff	Tisch Library Tufts Univ.	Medford
Kathleen Dwyer	Field School	Weston CT	Sheri Rose	Nantucket Public Schools	Nantucket
Laurie Galok	Crosby Elementary School	Pittsfield	Elizabeth Rowland	Newton Free Library	Newton
Debra Gammerman	Educational Tech. Center	Needham	Tracy Ryan-Doherty	Salem State University	Salem
Karla Gartsu	Sullivan School	Holyoke	Amy Sallen	Lyndon Elementary School	West Roxbury
Elizabeth Gartley	Argenziano School	Somerville	Glen Secor	Lesley University	Cambridge
Michel Glennon	Stevens Memorial Library	North Andover	Jennifer Simmonds	Bryantville Elem. School	Pembroke
Michelle Gohagon	Regional School District 13	Durham CT	Heather Smith	Lincoln-Eliot Elem. School	Newton
Valerie Golden	Provincetown Schools	Provincetown	Kim Smith	North Reading High School	North Reading
Dan Greene	U-32	Montpelier VT	Anna Smith	Simmons College GSLIS	Boston
Jennifer Hanson	Primary Source	Watertown	Storm Snaith	Weston Intermed. School	Weston CT
Kathryn Harcourt	Martha's Vineyard Charter	West Tisbury	Talya Sokoll	Simmons College GSLIS	Boston
Diane Houle	Springfield Public Schools	Springfield	JodiLyn Solomon	Gann Academy	Waltham
Emily Houston	Simmons College GSLIS	Boston	Ella Steim	JR Lowell Elem. School	Watertown
Stephanie Hurley	Academy of the Pacific Rim	Hyde Park	Eliz. Thorsteinson	East Elementary School	Hingham
Ashley Kanbacher	Edgartown Elem. School	Edgartown	Lynn Tucker	Gibbons Elem. School	Stoughton
Judith Kaplan	University of Vermont	Burlington VT	Brittany Vasquez	Somerset Elementary	Somerset
Stacy Kitsis	Arlington Public Schools	Arlington	Suz. Venkataraman	Blackston-Milville Reg. HS	Milville
Stacey Klimkosky	Truro Central School	Truro	Lisa Wagoner	Neary School	Southborough
Matthew Klumpp	Morgan Elementary School	Holyoke	Samantha Whitney	Simmons College GSLIS	Boston
Melissa Legg	Simmons College GSLIS	Boston	Fordyce Williams	Bancroft School	Worcester
Mary Kate Leidal	Hudson Public Schools	Hudson	Alexandra Woznick	Briscoe Middle School	Beverly
Heather Lobenstine	Shutesbury Elem. School	Shutesbury	Carolyn Young	Simmons College GSLIS	Boston
Donna Macdonald	Orchard School	S.Burlington VT	Barbara Zinkovich	Salt River Elem. School	Scottsdale AZ
Dorothy Mael	Salem State University	Salem			

MSLA Members: WHO ARE WE?

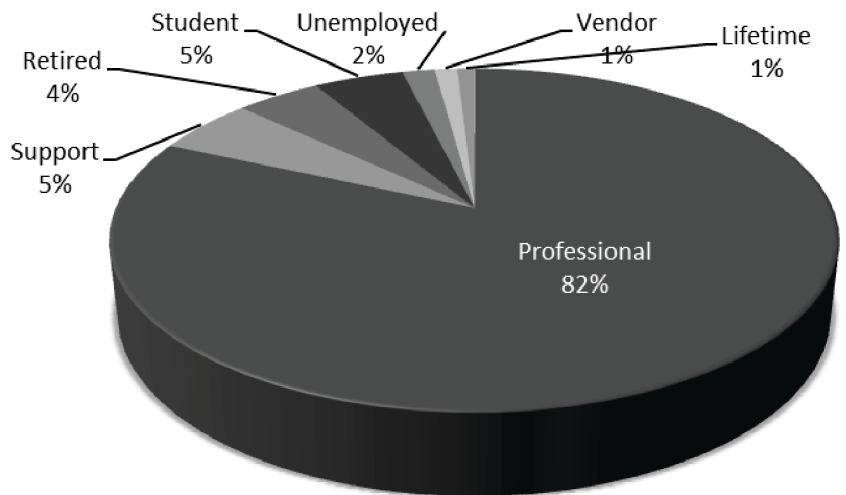
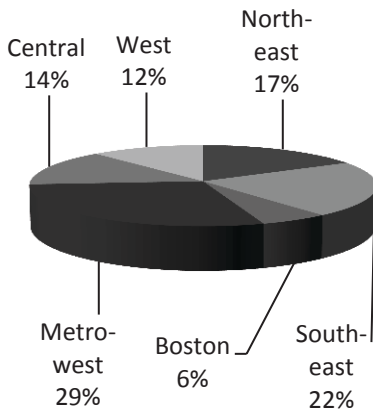
As of July 1, 2012, MSLA had 766 members. By far, most members are from Massachusetts (725) but the other 41 members are from the other New England states (30) as well as New Jersey (2), Illinois, Arizona, Florida, Missouri, New Mexico and Tennessee.

The "typical" MSLA member is female, teaches at a public school in Metrowest, is professionally certified and is employed full time. Members are almost evenly divided between high, middle and elementary schools. The graphics tell the complete story.



Job Status

Where Do We Teach?



Employment Level

WELCOME to the 113 new members who joined MSLA during the 2011-12 year. (See listing, opposite page)

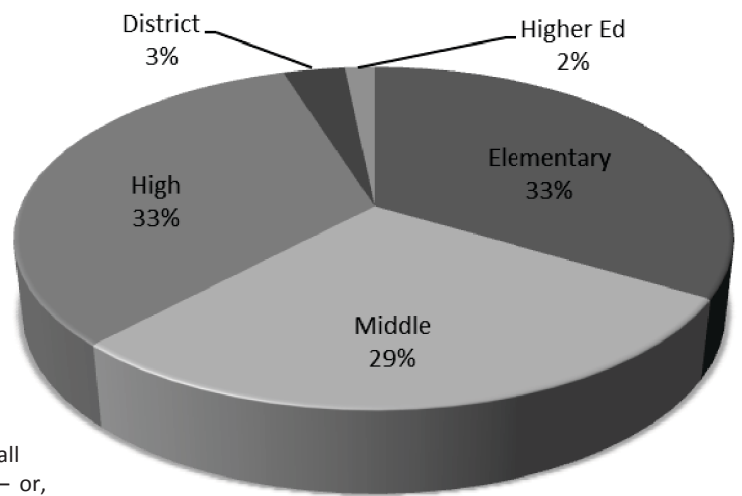
MEMBERSHIP RECRUITMENT CONTEST

For each new member you recruit to join MSLA, you will be entered into a drawing for a **free registration** to our next conference. Be sure to ask the new recruit(s) to include your name in the designated area on the membership form. Liz Gray of Dana Hall School won the 2012 contest and will be attending the 2013 conference FREE!

MSLA membership is open to school library professionals, students in school library programs and support staff in all types of school libraries – public, independent, parochial – or, anyone associated with school libraries.

Dues are \$40 for professionals and \$20 for students, retirees and support staff.

JOIN ONLINE at www.regonline.com/join_msla



Teaching Level



MLS: Making the Connection

A Quick MLS Update
by Susan Babb

Welcome back from Massachusetts Library System. As you plunge into the school year, here is a brief review of our services and contacts. There are some important changes to note.

Continuing Education

Members of MLS may attend any of the Continuing Education sessions we offer, without charge. We are constantly updating the Calendar with new workshops and sessions. One series, "Making the Connection," is a collaboration of MLS and MSLA. If you are member of either or both, you may attend. The year kicks off on September 6 with:

Long Range Planning – a Sound Strategy

Thursday September 6, 2012 3:30- 5:30 PM

The who, what, why and when of long range planning. MLS is a PDP provider and will provide Certificates of Attendance towards PDPs.

Frontier Regional School, 113 North Main Street,
South Deerfield; 413.665.2118 ext. 2310

Register for this workshop:

www.eventkeeper.com/code/events.cfm?curOrg=MLS&ref=EK&refNote=TaF#9/6/2012

Quick CE Links:

Calendar:

www.eventkeeper.com/code/events.cfm?curOrg=MLS

Lynda.com (online technology workshops):

www.masslibsystem.org/continuing-education/lynda/

PDP information:

www.masslibsystem.org/pdps-professional-development-points/

Databases

MLS and the MA Board of Library Commissioners are working together to provide a variety of databases; note the recent changes. Effective July 1, 2012, the Encyclopedia Britannica is offered.

Update on Databases:

www.masslibsystem.org/databases/statewide-databases/

Update on Materials Coop and Supply:

www.masslibsystem.org/blog/2012/05/07/mls-and-mhec-partnership/

Membership: Becoming a member of MLS is easy, just complete the three forms:

www.masslibsystem.org/about/mls-membership/

Advisors for Youth Services: Need assistance?

Susan Babb: susan@masslibsystem.org

Sarah Sogigian: sarah@masslibsystem.org

MLS web site: www.masslibsystem.org/



SCHOOL LIBRARIANS AND THE COMMON CORE:

MAKING THE IMPLICIT EXPLICIT

COMMON CORE

STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

WORKSHOP: SATURDAY, SEPT. 22, 2012 AT FRONTIER REGIONAL SCHOOL, 8:30 AM-3:30 PM

REGISTER: www.regonline.com/CommonCore_MSLA LIMIT: 100 Attendees

The Common Core State Standards (CCSS) are bearing down as we prepare for testing in 2014-2015. What is the role of librarians in helping students achieve these ever-higher benchmarks?

In this daylong workshop, we'll put our leadership caps on and spend the day kneading, poking, and peering inside the standards to find points of connection between CCSS's goals and our professional values. We'll begin with an overview of the CCSS to clarify and eliminate misconceptions about CCSS and its intent, then focus our day on the English Language Arts standards, reviewing major themes, genres, and styles related to informational text, writing, and research.

Then we'll look at the standards themselves, reading between the lines to discover what it really takes to achieve a standard like Writing 3.7, "Conduct short research projects that build knowledge about a topic." While the wording of the standards may be succinct, the implicit skills hidden within need to be unpacked before we can help our classroom colleagues plan and teach robustly. What kinds of procedural or higher-order thinking skills (from note-taking to synthesis) are explicit in the CCSS documentation but may be absent within the standards themselves? How do we turn Informational Text 9-10.8, "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning" into meaningful instructional steps?

After lots of discussion (and a bit of laughter about CCSS's inconsistencies), we'll tackle our back-at-school action plan. You'll review exit standards and check them against the work you are already doing -- or could expand your role in doing. Most librarians discover that their work already aligns quite closely. You are already working actively toward a CCSS implementation -- you just may not know it yet! From shifting lessons to anticipating the professional development your teachers will need, you matter in this implementation effort.

We'll end the day by preparing an action plan to take back to building or district administrators, showing your essential contributions to the CCSS efforts.

Kristin Fontichiaro is the Facilitator of this workshop. *She coordinates the School Library Media Program at the Univ. of Michigan School of Information and co-teaches Teaching with Technology in the UM School of Education. She has been an elementary school librarian, a professional development facilitator, and a secondary English teacher.*

KRISTIN'S PUBLICATIONS INCLUDE:

Engaging Research Projects that Meet the Common Core State Standards, K-5;

Growing Schools: Librarians as Professional Developers (with D Abilock, Violet H. Harada);

School Libraries: What's Now, What's Next, What's Yet to Come (with Buffy Hamilton);

Information Literacy in the Wild; 21st-Century Learning in School Libraries;

Active Learning through Drama, Podcasting, and Puppetry; Podcasting at School;

Story Starters & Science Notebooking: Dev. Student Thinking Through Literacy & Inquiry

Named an Emerging Leader by the American Library Association, Distinguished Alumna by the Wayne State University Library and Information Science Program, and a 2012 Library Journal Mover and Shaker, Kristin blogs at <http://bit.ly/fontblog> and writes the "Nudging Toward Inquiry" column for *School Library Monthly*.

MSLA 2012-13 Executive Board

Executive Director: Kathy Lowe

PO Box 658 Lunenburg, MA 01462 978-582-6967 klowe@maschoollibraries.org

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MSLA Liaison to the WGEE:		Sandy Kelly, Carlisle School	
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**School
Librarians
and the
Common
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COMMON CORE
STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Making the Implicit Explicit *Facilitated by Kristin Fontichiaro, University of Michigan*

Saturday, September 22, 2012 8:30 AM to 3:30 PM

Frontier Regional School Library in South Deerfield, MA

\$95 Registration includes a light breakfast and lunch
Registration is limited to 100 Participants

REGISTRATION

MSLA accepts:
check, credit card or purchase order.
Register online:
www.regonline.com/CommonCore_MSLA

See Workshop Description and Additional Information on Page 34