

School Libraries in a 2.0 World

(Reprinted from Forum, Winter 2007)

By Kathy Lowe, MSLA Past-President and Executive Director

Since our 2007 conference is entitled "School Libraries in a 2.0 world", the reprint of the following article is most apropos. Read on to see Kathy's comments, learn about questions surrounding Web and Library 2.0; and think about how you would respond to her questions. How do you think our conference speakers will address this topic?

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

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

- School Library Journal Blog <http://www.schoollibraryjournal.com/blog>
- AASL Weblog, <http://aasliblog.org>

- Alice Yucht, Alice in Infoland <http://www.aliceinfo.org>
- Joyce Valenza, NeverEnding Search <http://joycevalenza.edublogs.org>
- Laura Pearle, Killin' Time Being Lazy <http://lazygal.blogspot.com>
- Christopher Harris, Infomancy <http://schoolof.info/infomancy/>
- Michael Stephens, Tame the Web: Libraries and Technology <http://www.tametheweb.com>
- David Warlick, 2 Cents Worth <http://2cents.davidwarlick.com>
- Diane Chen, Deep Thinking <http://deep-thinking.blogspot.com>
- Doug Johnson, Blue Skunk Blog <http://www.bloglines.com/myblogs>
- Meredith Farkas, Information Wants to Be Free <http://meredith.wolfwater.com/wordpress/index.php>
- Kathy Schrock's Kaffeeklatsch <http://kathy-schrock.net/blog/index.htm>
- Justin Ashworth School Libraryland <http://ashworth.wordpress.com/>
- Jenny Levine The Shifted Librarian <http://www.theshiftedlibrarian.com/>
- Will Richardson Weblogg-ed <http://we-blogg-ed.com/>

In my President's message last January, I asked you to consider your role in school literacy initiatives. My concern at that time was with the disconnect between school libraries and reading instruction, but now, in the 2.0 environment, it is the other literacies – those 21st Century Learning Skills – that are my concern. I read more and more about the need for educators to teach students how to use information effectively. As a profession, this is not news to us, but it seems that finally the rest of the educational community is catching on to what we have been saying for years. Just today, David Warlick wrote in his blog, 2 Cents Worth:

One thing that has happened to information, that should be impacting what and how we teach, is that information has become the raw material

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

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

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

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

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

MassONE: Get On Board!

(Reprinted from Forum, Summer, 2007)

By Kathy Dubrovsky, Hull High School

Recently, I sent an email to all MSLA members encouraging you to take advantage of this summer's MassCUE's free professional development opportunities. "As a partner with the Massachusetts Department of Education, MassCUE is offering to support MassONE workshops around the state that will train teachers in the use of MassONE for communications, collaboration, productivity and instruction."¹ You can find out more about these workshops on the MassCUE website, <http://www.masscue.org/announcements/massone.htm>.

If you are not sure what MassONE is, it is a set of web-based applications, resources, and tools for students, teachers and administrators. There are a few reasons that I am recommending that you take these workshops besides the obvious earning necessary PDPs reason. As an avid MassONE user, I have seen MassONE improve in the last few years and usage has really increased. "MassONE had more than 14,000 log-ins per week in May—an increase of 3000% since 2003"² Teachers are using MassONE because the online tools have improved and better innovations have been added. Now, all teachers must have a MassONE account to participate in any DOE Content Institute. Once you start using MassONE, you won't want to stop.



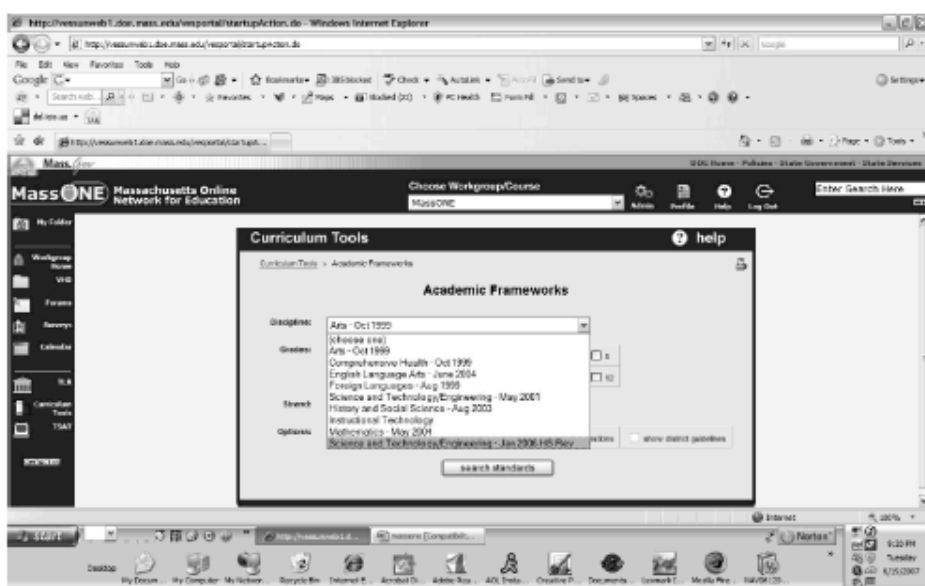
MassONE
Massachusetts Online
Network for Education

The collection of tools that educators can use to enrich classroom learning, provide on-line instruction, and enhance their ability to collaborate with other teachers include: the announcements tool; calendar tool; discussion forums; virtual hard drive; teaching and learning resources; survey tool and technology self-assessment tool. The tool that I use the most is the Virtual Hard Drive. By saving this article on my MassONE Virtual Hard Drive, I could work on it on my laptop or my desktop at home, my desktop in my office or any other computer at school or anywhere else. It is pretty convenient. This summer, I have registered for the Webquests and MassONE Workshop offered by MassCUE on August 27 in Hanover Middle



School. During this workshop, I will learn how to utilize MassONE's "teaching and learning" resources in support of the curriculum, integrate discussion forums into classrooms and save and share files using the Virtual Hard Disk (VHD) and Workgroups. I have used MassONE's suite of curriculum tools to create standards-based lesson plans that are posted on MassONE. These tools include a template where you can enter information such as key concepts, activities, and assessment strategies. I made these lesson plans public and have shared them with all other teachers who are MassONE users.

Right now, you can search the Academic Frameworks as shown in the screen below. It is my belief that if enough library teachers submit lesson plans, we could have a better chance of getting the Department of Education to adopt the Information Literacy Standards that we have presented for approval. Our argument could be that we need the Information Literacy Standards approved because of the number of lesson plans that are being submitted by library teachers need to be classified and be searched under an Information Literacy Academic Framework. I hope that you will consider investigating MassONE. If your school is not a member of MassONE, I can register you on MassONE as a MSLA member. If you have any questions, please let me know at kathy@dubrovsky.com. I would also recommend reading the Frequently Asked Questions on the MassONE website at <http://massone.mass.edu/support/faqs.html>



MassONE, <http://vessunweb1.doe.mass.edu/vesportal/startupAction.do> accessed on June 19, 2007.

1. Massachusetts Computer Using Educators, <http://www.masscue.org/announcements/massone.htm>, accessed June 19, 2007.

2. Massachusetts Department of Education, <http://massone.mass.edu/newsletter/07Jun.html> access June 19, 2007.

Massachusetts Recommended Pre K-12 Information Fluency Standards

Respectfully submitted by Valerie Diggs, MSLA Standards/Curriculum Committee, Chelmsford Public Schools
August 13, 2007

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

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

Our first meeting was in January of 2005, at the Concord Free Library. At this meeting we set the parameters for our work that stayed with us throughout the entire process. Important to the committee was to investigate what other states across the nation had in place for

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information literacy standards, and if those standards were found on their respective department of education websites. We looked at these results at our first meeting, and found it surprising how many states actually did not have these standards visibly in place.

Our goal was, and still is, to work with the Massachusetts Department of Education in the creation of these standards and in the placement of the document on the "Current Curriculum Frameworks" page of the DOE's website. To that end, the Massachusetts Recommended PreK-12 Information Fluency Standards are modeled after the Recommended Instructional Technology Standards. It was felt by the committee that adoption by the DOE would be smoother if our document modeled the technology document. Adoption by the DOE would have to be in lieu of any monetary commitment to these standards. Thus, the appearance of the word "Recommended" in the title. Connie Louie, from the office of "Instructional Technology" at the

DOE, advised both the MSLA Executive Board, and the committee writing these standards, that the DOE would never adopt an "unfunded mandate".

Many meetings later, and after much editing and rewriting, our document is now in "Draft" format and available for all to see on the MSLA website. This past May, Valerie Diggs and Sandra Kelly presented the Recommended PreK-12 Information Literacy Standards Draft to Susan Wheltle, Humanities Chair of the DOE and the director of Reading, Cheryl Liebling. The draft was not approved by the DOE as a stand-alone document. Susan Wheltle suggested that sections of the standards and indicators be incorporated into currently existing curriculum frameworks as they are revised. The immediate revision project involves that of the English Language Arts Frameworks. It was understood that there are no immediate plans for approval of our document as a separate entity.

The Standards/Curriculum Committee now has the task before them of gaining approval from the membership of MSLA for the Recommended PreK-12 Information Literacy Standards as a tool to guide information fluency instruction and learning at all levels and in all schools in Massachusetts. Current goals are to bring the document from its present state of "Draft" to one approved by the membership of MSLA, as well as to work with the DOE, Susan Wheltle, and Cheryl Liebling to insert portions of our language into the ELA Curriculum Frameworks currently being revised. The Standards/Curriculum committee will focus its efforts during the upcoming year.

'Highly Qualified' Librarians Under NCLB?

By Debra Lau Whelan, School Library Journal, 6/1/2007

Legislation is in the works to emphasize the importance of librarians in student achievement

If Senator Jack Reed (D-RI) and Representative Raúl Grijalva (D-AZ) have their way, there would be a certified librarian in every school by 2010, and media specialists would fall under the "highly qualified" category that's given to classroom teachers under No Child Left Behind (NCLB).

The two lawmakers are in the process of drafting language that they hope will be included in the reauthorization of NCLB, expected to take place sometime this year.

"[The new bill] acknowledges, on the federal level, the direct contribution that school librarians and school libraries make in student achievement," says Emily Sheketoff, executive director of the American Library Association's (ALA) Washington office. NCLB requires a highly qualified teacher in every core academic classroom, but since librarians currently don't qualify as "highly qualified" teachers, school districts can replace them with less expensive paraprofessionals.

Although districts would have until 2010 to comply, the new law would take into account those schools

that don't have a library or can't afford a librarian by allowing them to apply for a waiver from the U.S. Department of Education, Sheketoff adds.

Having a media specialist in every elementary, middle, and high school in the nation is a very lofty goal, considering that librarians are typically the first on the chopping block during a fiscal crisis.

In California for instance, school librarians in several districts are fighting for their jobs. The four schools in the Durham Unified School District, located in a small farming community, said last month they were considering cutting athletics and libraries. And in Wisconsin, the Monroe School District planned to eliminate four of the district's five librarian positions.

If librarians are granted "highly qualified" status, not only will their jobs be better protected, but they'll also qualify for any professional development money that's set aside for educators who belong to that coveted group, Sheketoff says.

ALA has been pushing this subject with lawmakers on Capitol Hill for the last three years, and there appears to be bipartisan support. "We have an excellent chance of passing it—if NCLB passes," says Sheketoff, adding that while there may not be objections

to the librarian clause, there might be infighting over NCLB itself, especially before the 2008 presidential election.

During this year's National Library Legislative Day in early May, the heads of ALA's youth divisions—the Young Adult Library Services Association, the American Association of School Librarians, and the Association of Library Service to Children—all gathered in Washington, DC, to meet with lawmakers about the importance of this issue. And Sheketoff says, hopefully, their efforts will pay off.

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Read the full article at:

<http://www.schoollibraryjournal.com/article/CA6448196.html&>

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2007 ALA in DC

(Reprinted from Forum, Summer, 2007)

By Ann Perham, Needham High School

Attending a national conference is a top-notch professional experience.

Massachusetts was well-represented in DC: Bob Roth attended as an "Emerging Leader"; Kathy Lowe and Sandy Kelly represented our MSLA board; Ann Perham, Geri Fegan and Linda Friel attended AASL Affiliate Assembly. Also seen in our travels were MSLA members MaryBeth Gallant, Shelly Glantz, Alma Ramos-McDermott, and Susannah Paterson.

The ALA press release, "Record breaking attendance at ALA Annual Conference in Washington, D.C." indicates the popularity of the event. READ the article on the ALA website (<http://www.ala.org/Template>.

cfm?Template=/ContentManagement/HTMLDisplay.cfm&ContentID=160616); for complete details on the speakers and features of the conference go to <http://link.ixs1.net/s/ve?eli=3130100&si=b117746543&cf=3html>.

The MSLA blog says it all, as Kathy Lowe, Sandy Kelly, Linda Friel, Gerri Fegan and Ann Perham shared their experiences. Check it out! (<http://msladosdc.blogspot.com>) There are articles about the press conference announcing the SKILLS amendment to NCLB, eating in THE library (Library of Congress), meeting Julie Andrews, and on and on....exuberance is the theme for the MSLA blog. To view the pictures from the conference, they are posted on Flickr (http://www.flickr.com/groups/41391_1@N21/).



Four years ago, MSLA gave Senator Reed (D-RI) the Legislative Award, and he continues to be a leader for changes in school libraries. The complete details of the SKILLS amendment, and talking points are now on the MSLA webpage .

For anyone who has said, "I've always wanted to go to one of those national conferences," just do it! The AASL national conference, which takes place every other year, is in Reno Nevada. Further down the road, the next ALA national conference is in Anaheim, California.

The SKILLS Act, MSLA and You

(Reprinted from Forum, Summer, 2007)

By Alma Ramos-McDermott, Simmons College

An open letter to all school librarians:

Please familiarize yourself with the following names: Senator Jack Reed (D-RI), Thad Cochran (R-MS), Representative Raul Grijalva (R-AZ), and Vernon Ehlers (R-MI). These gentlemen stood up for school librarians on Capitol Hill on Tuesday, June 26th to introduce legislation to Congress called the SKILLS Act (Strengthening Kids Interest in Learning and Libraries).

MSLA was at the SKILLS Act press conference and the photos below (taken by ALA photographers) show our great joy at being part of this ground breaking moment in school librarian history. We were front and center, signifying MSLA's desire to be front and center in the fight to help put (and keep) school librarians in every school in the state of Massachusetts.



This legislation has several parts to it, and can be viewed in full at http://www.ala.org/ala/aasl/aasissues/SKILLS_Act.cfm. Ensuring that school librarians be qualified, (so districts will have to fund a librarian), and that these qualified school librarians be placed in every school by 2010 is of great significance to those of us in the school library profession.

If you are reading this, that means you are a school librarian interested in keeping your job and adding more librarians to schools across the state. Your help is needed to accomplish this task. Please write your senators and ask them to cosponsor S.1699, while representa-

tives can be asked to cosponsor H.R.2864. This legislation needs to be in place by the time Congress votes in August.

I end this open letter with a poem attributed to Charles Osgood, CBS news "poet in residence." The play on words are similar to those from the Abbott & Costello "Who's on First?" skit, however, the important point for you to remember is not to be a Somebody, Anybody, Nobody or Everybody. Instead, be an "I." Say: "I will do it. I will contact my senator and representative about the SKILLS Act. I will be proactive. I will make it happen. I will make a difference."



Thank you for your willingness to get involved and help put this important piece of legislation onto the books. Contact your senators and representatives today, while school librarians have a chance to be noticed by Congress. Give our students a future.

A poem about responsibility By Charles Osgood

There was a most important job that needed to be done,

And no reason not to do it, there was absolutely none.
But in vital matters such as this, the thing you have to ask
Is who exactly will it be who'll carry out the task?

Anybody could have told you that Everybody knew
That this was something Somebody would surely have to do.
Nobody was unwilling; Anybody had the ability.
But Nobody believed that it was their responsibility.

It seemed to be a job that Anybody could have done,
If Anybody thought he was supposed to be the one.
But since Everybody recognized that Anybody could,
Everybody took for granted that Somebody would.

But Nobody told anybody that we are aware of,
That he would be in charge of seeing it was taken care of.
And Nobody took it on himself to follow through,
And do what Everybody thought that Somebody would do.

When what Everybody needed so did not get done at all,
Everybody was complaining that somebody dropped the ball.
Anybody then could see it was an awful crying shame,
And Everybody looked around for Somebody to blame.

Somebody should have done the job
And Everybody should have,
But in the end Nobody did
What Anybody could have.