

In this issue...

- ✓ **Gov Docs Kid Group: Kid-friendly Gov't resources**
- ✓ **Using NoodleTools**
- ✓ **TRAILS and how to use it**
- ✓ **Evaluating Teacher-Librarians**
- ✓ **21st Century Learning Commons: 21 essential things to know**
- ✓ **Coping when your are downsized**
- ✓ **Revising the National Board Library Media Standards**

DON'T MISS...

- **Conference Update**
- **OELMA Advocates for You**
- **HB1 Update**
- **People in the News**

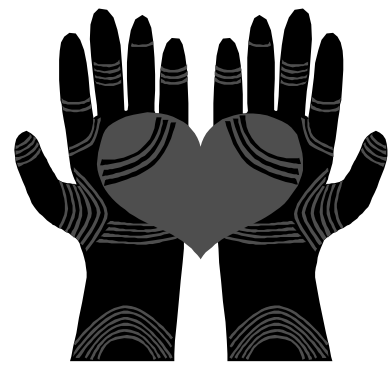


Ohio Media Spectrum

OELMA Mentors!

Members Helping Members to Be All They Can Be

Would you like to mentor a new OELMA member? Each OELMA region is looking for members to help guide the school library media specialists of the future. As a mentor you can provide information about OELMA – its policies, procedures, scholarships, exciting professional development opportunities and guidance on professional questions – collection development, weeding, mission statements, evidence-based practice, strategic planning. In this changing world of school libraries you can be a guiding force in the education of our newest school librarians.



For more information, please contact Kate Brunswick, Director of Services, at the OELMA office via email at kate@asnoffices.com or call 614.221.1900.



The Ohio Council of the International Reading Association (OCIRA) supports and promotes literacy to help all Ohioans reach their full potential and develop a life-long love of reading.

OCIRA Conference 2010
Kent State University
Friday and Saturday,
October 22-23, 2010

For more information, contact PRESIDENT Tracy Alley,
Ph.D. Phone: (513) 677-3103; email:
talley@cinci.rr.com



Contents

OHIO MEDIA SPECTRUM

From the President: OELMA Advocates for You! 6
Legislative Update: HB1. 7
Media Literacy by Frank Baker. 10
Noodle Tools: From Chaos to Organization. 12
Revising the National Board Library Media Standards. 14
Evaluating Teacher-Librarians: a form of our own. 18
TRAILS: Extending the Trail. 28
Using TRAILS for DATA-Driven Decision-Making. 32
Gov Docs Kids Group. 35
21st Century Learning Commons: 21 Essential Things. 45
How to Look on the Upside When You are Being Downsized.	. 49

News & Notes

Conference 2010: Forging the Future. 52
New & Noteworthy. 55
People in the News. 61

INFOhio Recognized for 20 Years of Service

OELMA Award Winners

Ohio Education Library Media Association

17 S. High Street
Suite 200
Columbus, OH 43215
(Tel: 614-221-1900, Fax: 614-221-1989
Email: kate@assnoffices.com)

Organizational information is available
on the OELMA web site: www.oelma.org

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Liaison-SLO	Roger Verny
Liaison-ODE	Sharon Keller



The *Ohio Media Spectrum* is a nationally recognized professional journal in the field of educational library/media services. This journal received the American Library Association/H.W. Wilson Company **Library Periodical Award** in 1989 and the American Association of School Librarians/**EMERGENCY LIBRARIAN Publication Award** in 1990 and 1992. These national awards were presented because, among identified values, the journal promotes excellence, is of consistently high quality, and successfully addresses the professional needs of OELMA members.

The circulation of the *Ohio Media Spectrum* journal is approximately 800. It has been a refereed journal since January 1, 1986. Manuscripts are judged by at least two reviewers in a "blind review" process. Book review submissions are welcomed.

OELMA Publications

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2010 Peer Review Committee:

Fiona Young, LMS, Willoughby Middle School
Brenda O'Brien, MLIS, Columbus Zoo Library
Matthew Heller, MLIS, Ohio Dominican University

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Past issues of the *Ohio Media Spectrum*, whether single or multiple copies, may be obtained by sending \$13.50 U.S. per copy to the **Ohio Education Library Media Association**. Inquiries relating to new subscriptions, change of address, or mailed issues not received should be addressed to:

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Organizational information is available on the
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DEADLINE FOR ARTICLES:

Spring 2011 issue April 14, 2011

Inquiries about submitting manuscripts should be directed to Sheila Campbell by e-mail at scampb1021@gmail.com or by phone at 614-442-7653. Inquiries concerning advertising should be directed to OELMA Attn: Kate at the OELMA address above.



Ohio Media Spectrum

From the Editor...

Spectrum 2010 is online only

Due to budgeting constraints, the Spring 2010 issue of the *Ohio Media Spectrum* will be available online only. Online access to current and archival issues is available through the OELMA website at www.oelma.org. You will need to use your OELMA user ID and password.

Call for Articles

The Editor of the *Ohio Media Spectrum*, is currently considering previously unpublished submissions from librarians, graduate and professional students, faculty and practitioners involved with Ohio's school library community.

We are particularly interested in:

- **Features** — in-depth articles of 3000 to 4500 words focusing on research, philosophy, partnerships, and other significant issues related to excellence in Ohio's school media centers.
- **Current Issues** — articles of 800 to 2500 words giving a brief overview of a timely issue related to Ohio school libraries and learning; such an article puts the designated issue in perspective, offers insight, and may propose solutions.
- **Spotlights** — articles of 800 to 2500 words describing a teaching technique or tool that has been successful and could be implemented by other educators.
- **Reviews** — articles of 800 to 1500 words reviewing a book, web site, software application, or other resource that may be of interest to the OELMA community.

Submissions should include a photograph of the author (digital, if possible) and a brief biographical sketch and can be sent via email to librarian@columbuszoo.org. Mailed submissions should include at least one (1) hard copy and one (1) electronic copy in MSWord format. Articles accepted will be edited/proofed by the OELMA editorial staff.

The Editor works cooperatively with authors to plan and develop each issue, so early notification of your interest in participating in an issue of the journal will help facilitate the process. All submissions are peer-reviewed and deadlines have been set to insure ample time for discussion of revision and layout issues before final publication. *Ohio Media Spectrum* is published once a year in late spring. Deadline for the Spring 2011 issue is April 14, 2011.

For more information, contact the Editor, Sheila Campbell via email at librarian@columbuszoo.org or by phone at 614-724-3610.

From the President...

OELMA ADVOCATES FOR YOU!

By Sarah Thornbery, 2010 OELMA President

Have you ever wondered “What is OELMA doing for me in terms of advocacy?” The issue that has consumed most of our time this year, in which OELMA took an active role, is House Bill 1 (HB1).



OELMA members worked tirelessly to ensure that the Ohio legislature supports the role of the school librarian in HB1, part of Ohio's Education Reform Plan. The OELMA Advocacy Committee asked the Senate Education Committee to retain the language defined as “Media Services” in the current version of HB1. In addition, the Committee also worked to educate decision makers about the important educational roles of school librarians and libraries. “Media services” and a “media factor” have been included in the bill, but much needs to be done to clarify these points.

Through many years of advocacy, OELMA worked to include the concept of Evidence-Based practice into the Governor's plan for education by attending meetings around the state and providing testimony to our legislators. Many, many people worked long hours to secure the current language in HB1.

In this issue of *Ohio Media Spectrum*, Sue Subel, the OELMA advocacy co-chair, has written an article to help answer some of the questions you might have regarding this important legislation.

OELMA continues to advocate on your behalf. On March 9, 2010, INFOhio was honored for their 20-year anniversary and the OELMA community was present to help receive the award. OELMA also is working to make sure that the school library voice is heard through the adoption of the English Language Arts standards and model curriculum creation. We are working to have our legislators and state school board members visit some of our schools and we may be asking you to show these visitors what a quality school library with a credentialed school librarian looks like!

Our OELMA voice continues to be heard at the national level as well. Krista Taracuk and I are delegates representing OELMA at the AASL Affiliate Assembly. At these assembly meetings, we bring concerns that our members have about school librarianship and technology to our national association. Krista and I will be attending the Region III meeting in Cedar Rapids, IA, in April 2011, and the final meeting of the Affiliate Assembly in June.

In times of crisis, OELMA's leadership is ready to work for you! If you have a concern or suggestion of how OELMA can better advocate for you, don't hesitate to contact me at sthornbery@me.com. For more information on what OELMA is currently doing, check out our advocacy page on OELMA's website: www.oelma.org/Advocacy.htm.

Legislative Update

Ohio House Bill 1

By Sue Subel, OELMA Advocacy Committee

As the 2009 - 2010 school year began we were just learning about the ramifications of House Bill 1, the legislative bill based on the Evidence Based Model. The intent of this model was to use research to guide the components to be included in the school funding model. Guided by our legislative liaison, Sam Whitaker, the OELMA executive board took proactive steps to be sure that school libraries and licensed media specialists were included in this bill. In the summer of 2009 as hearings were held statewide, OELMA took action to represent school librarians by testifying in regard to the evidence that links strong school libraries and increased student achievement.

Many thanks go to the Executive Board for their action and to the OELMA Advocacy Committee for their hard work. Both Vicky Schmarr and Kathy Halsey testified in front of the House Education Committee hearings held in different parts of the state. Current President, Sarah Thornbery, spoke at a town-hall type meeting in the Dayton area and former board member, Jan Warden, also attended and spoke at a town-hall meeting. In addition, past presidents Kathy Halsey and Marie Sabol worked with the former Advocacy Chair, Deb Logan, to share this information at the national level.

Deb Logan has also written two articles: You can read a very informative article about HB1 entitled **"Staying the Course: Racing for Ohio Students"** in the January/February 2010 issue of *Library Media Connection*. Deb also authored the article **"Making the Impossible Dream Come True: The Ohio Quest to Serve Students"** in *Teacher Librarian*, October 2009. Both are linked on the OELMA Advocacy webpage. (www.oelma.org/Advocacy.htm)

The intent of this article is to clarify some of the questions that have been received via our OELMA Listserv regarding HB1. I also encourage you to visit the OELMA website to read the FAQ's link and to look at the Evidence Based Model Table; both are under "OELMA News". In addition, as mentioned above, please visit the OELMA Advocacy page to find additional articles and valuable tips in the "Related Links" section - "Advocacy Resources" at www.oelma.org/Advocate_Resources.htm

The 2009 - 2010 school year brought both celebration and confusion regarding the Technology Resources Support portion of HB1. The Technology Resources Support includes two components: One is a licensed librarian and media specialist funded at \$60,000 per organizational unit and phased-in at increments of 10% each year until fully funded. The second is a technical equipment factor at \$250 per pupil and also phased-in at increments of 10% each year until fully funded. According to our legislative liaison, Sam Whitaker, "In the first year there is *no obligation to follow evidenced based funding*. The second year the amount specified will not cover a media specialist salary. If there is one employed in the district, the superintendent can assign the salary to one media specialist in the district for years 2 and 3, if they want to twist the law...they probably can do so because ODE won't start accountable reviews until the 3rd year of the evidenced based plan." Below, are some additional comments regarding HB1 to help as you try to understand the contents of this bill:

- Yes, there is a librarian and media specialist factor that includes the "licensed librarian and media specialist" and technical equipment under "Technology Resources Support". (Please see the link to the EBM table on the OELMA home page.)
- It will take a couple of budget years for some districts to address the goal of evidenced based programming and be able to manage their school district's finances based on the evidenced based funding model.
- Please be aware that if your school district is rated as "Excellent", they are exempt from the Evidence Based Model requirements (except for all-day kindergarten).
- HB1 **does not** provide **additional** funding. HB1 maintains the same funding but uses the EBM to guide how this funding is used. (Some school districts may even face reduced funding. My own school district took a 1% reduction for 2009 - 2010, and faces a 2% reduction for the 2010 - 2011 school year.)
- We are all trying to understand the elements of this bill and that includes your administrators. Be patient and tread lightly as more clarification will take place in the ensuing years. We just have to live with some uncertainty for awhile!

HB1 and the Operating Standards

The Ohio Revised Code and the Operating Standards are separate entities from HB1. These have not changed since 2001. Both are treated as law and school districts are bound by each. The following is taken from the *Operating Standards for Ohio Schools* and the *Ohio Administrative Code*:

The certified library media program and staffing:

(4) A minimum of five full-time equivalent educational service personnel shall be employed district wide for each one thousand students in the regular student population as defined in section 3317.023 of the Revised Code. Educational service personnel shall be assigned to at least five of the eight following areas: counselor; library media specialist; school nurse; visiting teacher; social worker; and elementary art, music and physical education. Educational service personnel assigned to elementary art, music and physical education shall hold the special teaching certificate or multi-age license in the subject to which they are assigned.

Source:

Operating Standards for Ohio Schools 3301-35-05 page 19 - copyright 2006. <http://www.ode.state.oh.us/GD/DocumentManagement/documentDownload.aspx?DocumentID=22222>

(4) A minimum of five full-time equivalent educational service personnel shall be employed district wide for each one thousand students in the regular student population as defined in section 3317.023 <http://codes.ohio.gov/orc/3317.023> of the Revised Code. Educational service personnel shall be assigned to at least five of the eight following areas: counselor, library media specialist, school nurse, visiting teacher, social worker and elementary art, music and physical education. Educational service personnel assigned to elementary art, music and physical education shall hold the special teaching certificate or multi-age license in the subject to which they are assigned.

Source:

Ohio Administrative Code 3301-35-05 <http://codes.ohio.gov/oac/3301-35-05>
Effective: 02/24/2006

Note: This is known as the "5 of 8 Rule." This rule has not been changed since the 2001 Operating Standards update.

Finally, I would like to make it clear that OELMA is doing all that it can for school librarians. Had it not been for some timely and wise proactive moves to participate in legislative testimony this summer, school librarians would not even be mentioned in HB1. In the meantime, please read all that you can on the OELMA website about HB1. If there are updates, this is where you will find them. In addition, collect evidence from your students and staff as to how the school library impacts student learning. Reform starts at the grassroots level. Show how you make a difference!

OELMA Needs YOU!

Lastly, as your Advocacy Chair, I cannot conclude this article without a fervent plea that you become a member of **OELMA, your only school library professional organization**. It goes without saying that "There is strength in numbers", and unfortunately, the OELMA numbers are not growing! The money OELMA receives from membership allows us to "step-up to the plate" when these legislative matters take place...and to do so in a timely and professional manner. OELMA is there to support and promote our profession at all levels. **We need you as a member and an advocate!** Don't make uncertain times the only ones in which you seek out OELMA, but in **ALL** times so that you are a better professional who is up-to-date and well-informed.



Sue Subel is the Library Media Specialist at Kenston High School in Chagrin Falls, OH. She received a Bachelor of Arts in Education from Ohio Wesleyan University and a Master's in Education (Reading Specialist) from Kent State University. Sue is a member of OELMA and has served as the Northeast Regional Director and Treasurer. She is currently a member of the Advocacy/Government Relations Committee. She can be contacted via email at sue.subel@kenstonlocal.org

For more information about education reform, see the following resources:

Ohio's Education Reform Challenges: Lessons from the Frontlines (Education Policy) by Chester E. Finn Jr., Terry Ryan, Michael B. Lafferty. Palgrave Macmillan, 2010 (July 6 release date). An account of charter school reform in Ohio.

Conversation on Education website. Includes the Media Archives of the conversations that took place in 2008 and 2009 with citizens across Ohio, including parents, educators, students, researchers, and business and community leaders about the future of Ohio's education system. Also offers an Education Reform Toolkit. www.conversationoneducation.org

Full Text of the HB1 at website for the **128th General Assembly of the state of Ohio (2009-2010)**
www.legislature.state.oh.us/bills.cfm?ID=128_HB_1

Ohio Department of Education website: Ohio's Education Reform Plan
www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=523

The Center for Education Reform is a source for what is happening in education.
www.edreform.com/from_the_states/index.cfm?stateid=33&thisSectionID=34

Media Literacy

by Frank Baker

Moving Forward With Media Literacy

This past November, I was invited to Singapore to speak to school librarians there about media literacy. The Ministry of Education has decided that media literacy will be taught in schools and it is the librarians who will teach it. So, I traveled half-way around the world to speak to them and to engage them in some activities. In case you are wondering, English is the primary language in Singapore.

I met and spoke with many of these educators and, believe it or not, they have the same issues and questions you do: how can I keep up with all of the new and emerging technologies; will my school unblock the filter to allow me, my teachers, and my students access to wonderful tools and knowledge; how can I engage students in meaningful information and media literacy education; how can mobile phones be used effectively in instruction?

Regarding mobile phones, US Education Secretary, Arne Duncan, made it clear last summer when he said, and I quote: "With teenagers and young adults using cell phones constantly, technology officials should find ways to send homework, video lectures, and other classroom material so students can study wherever they are."

Although your school may have restrictions on student cell phone use, I know that it will, sooner or later, find its way into schools, (whether we want it or not) much the same way as the television and computer have found their way. So the question is: does your district have a policy yet? And which forces (or advertisers) might want to see that policy revised/altered?

No matter what technology our students are using, the ability for them to think (and view) media/information critically remains paramount. In October 2009, the BBC reported on a UK survey of youth. The survey found that one in every three students (ages 12-15) believe that the links/listings shown at the top of search results are the most "truthful." When I shared this statistic with some educators, they said it must be 2 of every three in the US. I think it is safe to say that in this digital information age, we all must commit more time and energy to helping our students so that they don't believe everything they see, read or hear.

Here is a recommendation: the January/February 2010 issue of "Multimedia & Internet@Schools" magazine contains an excellent article entitled "What Kids Know (and don't know) About Technology." It should be available on the publisher's website at www.mmischools.com

While doing a little digging on this topic, I came across an ed tech coordinator's blog, Ramblings of a Technology Coordinator, complaining about students and their inability to search adequately. Embedded in this blog is a short video featuring a GOOGLE specialist who explains how to use their search engine. (<http://cougarramblings.blogspot.com/2009/03/dont-assume-kids-know-how-to-search.html>); I also found it on Teacher Tube.)

New book: This past January, ASCD published "*Curriculum 21: Essential Education For A Changing World.*" Knowing that many educators belong to ASCD, you might want to ask your principal if he/she read it and if you can borrow it. I was pleased to have been invited by editor Heidi Hayes Jacobs to write a chapter on media literacy.

Summer Opportunity: Finally, if you are thinking about expanding your own knowledge of media literacy, I highly recommend Dr. David Considine's week-long summer institute (July 26-30) in the beautiful mountains of Boone, North Carolina on the campus of Appalachian State University. The theme of this year's media literacy institute is: "Linking the Literacies: Teaching & Learning in A Digital Age." You can read the article here: [http://www.mmischools.com/Articles/Column/Belltones/BELLTONES-What-Kids-Know-\(and-Done28099t-Know\)-About-Technology-60473.aspx](http://www.mmischools.com/Articles/Column/Belltones/BELLTONES-What-Kids-Know-(and-Done28099t-Know)-About-Technology-60473.aspx)

As always, I enjoy hearing from librarians. If you have a question, please don't hesitate to send it along. Fbaker1346@aol.com

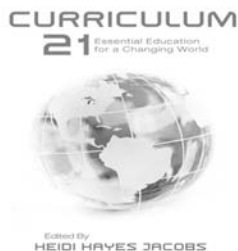


Frank W. Baker is a media-education consultant and 2007 winner of a Cable's Leaders in Learning Award. His latest book is *Political Campaigns and Political Advertising: A Media Literacy Guide*, published by Greenwood Press.

The Media Literacy Clearinghouse (www.frankwbaker.com) provides teachers with background information, lesson plans, teacher/student readings and links to resources that will help teach about advertising, bias, propoganda, informational texts, the language of film, techniques of persuasion and more. Classroom activities include scriptwriting in the classroom and magazine retouching. Other strategies include tips for including documentaries in the classroom. There are links to blogs related to media and media literacy, media literacy workshops, and a Media Literacy Book series.



Curriculum 21: mapping the global classroom of the future



Curriculum 21 is the outgrowth of the work of a dynamic group of educators worldwide attempting to help colleagues transform curriculum and school designs to match the needs of 21st century learners. The impetus originated from the Curriculum Mapping work developed by Dr. Heidi Hayes Jacobs. Curriculum 21 is a division of Curriculum Designers whose goal is to provide a full range of resources and services to all educators and schools involved in the journey of Curriculum Mapping. Dr. Jacobs is the author of *Curriculum 21: Essential Education for a Changing World*.

www.curriculum21.com

Noodle Tools: from chaos to organization

By Gayle Schmuhl, School Librarian, Ford Middle School, Berea City School District



Over the years, most of my students have struggled to keep the information they gather for research organized. Students have a hard time managing those nagging note cards. Often they are lost and students lose critical pieces of information for their assignment. Zip lock bags aren't the answer to this organizational dilemma, but Noodle Tools can be a solution for today's student to keep their research focused and organized. I have made the transition to using this resource at the middle school level.

Every year our seventh and eighth grade students are required to complete a research project for language arts. Because I have worked at the same school for many years I have been able to forge a collaborative relationship with my language arts teachers. Therefore, when I suggested we use Noodle Tools for this year's research project, they thought this was a good idea-- especially after I showed them all of its wonderful features.

The Noodle Tools website has a set of free tools that students can use to help prepare a bibliography and learn how to conduct research. The complete version of Noodle Tools is relatively inexpensive. I paid \$240 for a full year subscription for all tools for my middle school's 1001 students. This is a modest cost compared to other online tools. This fee provides access to the full suite of features that include: storing/creating lists, bibliography maker, electronic note cards and outline creator. At a recent AASL conference, I saw a demonstration of how another middle school librarian used Noodle Tools and I thought this could be the website to use to make research assignments more manageable.

There were several things that I needed to accomplish prior to teaching students how to use Noodle Tools. First, I had to learn how to use it myself. Noodle Tools has teacher resources to illustrate how to make use of all of its features. An online searchable manual and video clip provide an overview of how to use each tool. After reviewing the manual and several of the video clips, I was able to create my own account, a bibliography, note cards, and a simple outline.

I formulated a plan to get all the students registered. Fortunately, our students have a user name and password that they use to access EdLine, our online site for grades and homework. I knew they would remember this user name/password combination and the teachers would have access to them should they forget. I created a simple document with the steps required to register and then a checklist of basic tasks that they would need to accomplish to become proficient at using Noodle Tools. The teachers required every student to complete the checklist and made it a graded assignment. This assured us that students would be prepared to begin the process of using Noodle Tools to create a bibliography and the note cards for their research project.

Finally, we spent two class periods of 50 minutes each to teach the students how to make use of Noodle Tools for their specific research project. Using an LCD projector and laptop in a large class presentation format, the registration process was explained and then students were shown how to create a bibliography for the main types of resources they would most likely use for their project. My seventh graders were researching science topics for the science fair, so I showed them how to create a bibliography entry for websites, online database articles from EBSCO (INFOHIO), Gale Resource Center Jr., the online version of World Book Encyclopedia, and print materials such as non-fiction

books. I pointed out that many online databases provide citations that students can copy/paste into the form fields.

I demonstrated how to attach a note card to each source. Since the note cards have a title field I recommended that the information in this field should be their topic. Each card on the same topic would be given a number to keep them organized and saved since Noodle Tools won't save cards with the same title or topic. Students were also shown how to copy/paste information from their online sources into the *Direct Quotation* box. Then they were supposed to rephrase the copied text into their own words into the *Paraphrase* box. Both the teachers and I indicated to the students that they didn't have to use the *My Ideas* box for this assignment since we felt it important to emphasize the paraphrasing process in note taking. During the class presentation, teachers modeled the correct and incorrect way to paraphrase. We were hoping to avoid students inadvertently plagiarizing.

Finally, I showed students how to create piles of note cards on their desktop and to combine their note cards from the desktop into a basic outline. They could later print this outline with their note cards and use the paraphrased text to write their research paper. The teachers spent an additional day with their students showing them how to take their paraphrased text and write their research paper. Each of the three teachers I collaborated with had their own way to utilize the note card section of Noodle Tools. One teacher preferred her students to print out the note cards/outline and use it to make a more traditional outline while the other two had students open up a WORD document and paste their paraphrased text into the document as a way to formulate the paragraphs for their research paper.

The results of using Noodle Tools to take notes and create their bibliographies were very positive from both the teacher and student perspectives. Teachers felt that students were more focused and better organized. They did note that even for the students there was a learning curve in using Noodle Tools. My eighth grade Language Arts teacher felt that it was better to show the students how to do one type of citation at a time. For instance, one day we showed the students how to cite a website in Noodle Tools and the important information to find from the website for the citation. Then she directed students to take notes from that website for the class period.

The next day, we discussed how to use Noodle Tools to cite books and we had a cart with books that students could select for their project. One project involved researching the accomplishments, career

NoodleBib : Create MLA Citation - Microsoft Internet Explorer provided by Northeastern Clinton CS

File Edit View Favorites Tools Help

Address <http://www.noodletools.com/noodlebb/defineEntryMLA.php>

Basic information

Author(s) of book May be corporate author (e.g., National Geographic Society). If no author, be sure to indicate the editor in the editor field (see "Additional information" section below), if possible. Omit honorary and academic titles (e.g., Queen, Dr., Ph.D.). [Advanced help with names](#)

First name Middle name Last name or group/corporation Suffix

(No names have been added to this list)

* Title of book Capitalize the first letter of each word. What words should be capitalized?

Publication city [Click here for instructions.](#)

Publisher [Click here for instructions. What is an imprint?](#)

Publication year List the most recent publication date. [Click here for instructions.](#)

highlights and achievements of famous women. The teacher wanted her students to write about how these women and their accomplishments made a difference. She wanted to avoid the typical biography report with basic facts about the person's life. The topic for each note card came from three main points: accomplishments, career highlights and other achievements, such as charity work, honors or awards.

Students were required to make use of the outlining tool to create their main topics and then placed their note cards into these topic areas. This framework was also used for

creating a more traditional outline which students would eventually incorporate into a thesis sentence with three main ideas.

Students seem to like using Noodle Tools for a couple of reasons. They liked that it was all done on the computer and they could use it from home. In addition, the teachers have the ability to view and place comments on students' note cards. I think this helped the students to keep on track and correct their note cards when needed. They also didn't miss carrying their note cards for the project around in a zip lock baggy. They didn't have to worry that they were going to lose them. They did have other worries like when they clicked the **HIDE** link and discovered that this meant that their note cards were hidden from view until they click on the same link to show them again. Also, there were issues when they changed the way the note cards were organized from alphabetic to primary, secondary or tertiary sources. But most students learned to solve these problems and others very quickly. They were very astute at learning how to make the most effective use of Noodle Tools.

In conclusion, Noodle Tools is a great way to make the research process more manageable for both teachers and students. It doesn't cost a lot and should be affordable for most school libraries. It has features that mirror the traditional approach to note taking and that help students and teachers to make the transition from a print to electronic (online) research process fairly easily. I plan to expand the use of Noodle Tools next year and include it in my sixth grade information lessons. I also want to do a more in-depth in-service with all teachers so that they begin to transition from the traditional way of completing bibliographies and note cards to the new digital way using Noodle Tools.



Gayle Schmuhl has 28 years of experience as a school librarian/educator. She holds a Masters in Library Science degree from Kent State University and a Bachelors degree in Education from Bowling Green State University. She is a member of the AASL, OELMA, and the Ohio Federation of Teachers. Gayle was selected as one of Ohio's first Master Teachers in 2008.

Reinventing the Wheel: Revising the National Board Library Media Standards Document

By Candi Pierce Garry, Teacher-Librarian, Wilson Middle School



I consider myself pretty typical of Ohio Library Media Specialists. Like many, I am passionate about students and libraries. I advocate for strong library media programs and do my part to encourage literacy in all its forms. I consider myself a teacher, collaborator and program administrator. I fervently wish for educational leaders across the country to understand and appreciate the qualities of an effective library media program and an accomplished Library Media Specialist, and I do my part to support local libraries. Yet, it sometimes

doesn't feel like enough, and I was looking for opportunities to do something that might have a positive and lasting impact on school library media programs.

An opportunity to effect change at the national level came when I was contacted by the Ohio Department of Education and invited to apply to serve on the National Board for Professional Teaching Standards Library Media Standards Revision Committee last April. I had no inkling what exactly I would be doing or how important the work would turn out to be. The description on the website promised five meetings in Washington, DC, held on weekends. Having just finished a two-year-term on the OELMA Board of Directors, I was up for a new challenge and decided to submit my application.

The National Board for Professional Teaching Standards (NBPTS) offers a voluntary certification program as a means to recognize accomplished teaching in sixteen subject areas, including library media. All National Board standards are based on Five Core Propositions, which are:

- teachers are committed to students and their learning
- teachers know the subjects they teach and how to teach those subjects to students
- teachers are responsible for managing and monitoring student learning
- teachers think systematically about their practice and learn from experience
- teachers are members of learning communities

Standards for each subject area are written by twelve-member committees of professionals in the field, always with a teacher majority, and are updated every ten years. The original standards for Library Media K-12 were published in 2000, so a new revision was due and a committee of library media professionals needed to be formed.

On June 23, 2009, I was notified that I was selected from over 425 applicants to serve on the Library Media Standards Revision Committee, and I was further honored in early September when I was asked to serve as co-chair of this committee! The first meeting took place in October in Washington, DC. My co-chair, Dr. Nancy Everhart of Florida State University, was unable to attend this first meeting, so I directed the first committee meeting by myself!

I was a bit star struck at our first meeting. The room was arranged in a large square, with members of the committee and the NBPTS staff seated behind nameplates. As we went around the table introducing ourselves, I was in awe of the amazing accomplishments of so many of my colleagues. One is a writer for Information Power. One is the Past President of AASL and another the President-Elect. Some had been teaching library programs for several years, others came recently from other fields. I was overwhelmed and inspired. Before me sat a team of people with insightful, innovative ideas who could make this standards document revolutionary!

The National Board strives for diversity on their committees, in part to make sure that many different voices and perspectives are represented in the standards document and this committee was no different. Each of the 12 members comes from a different state, representing geographical areas across the country. Half are National Board Certified Teachers. Three members are men, two members are African-American and two others are Asian-American. Elementary, middle, and high school library media specialists are represented, as are university professors and district library supervisors. There is also great variety in how the twelve of us came to the profession – some have a very technical background, while others a more literature-based approach. Many were classroom teachers in other areas before becoming library media specialists. As required by the National Board, the majority of the committee members are teachers working in K-12 libraries. This diversity resulted in a wide range of ideas and perspectives, and contributed to healthy debate and lively discussion during nearly every aspect of the writing process.

After getting acquainted, the committee attacked the overwhelming task of creating a new standards

document. First, before we even looked at the old standards, we had a brainstorming session to consider every possible thing that we felt was important about the profession as it related to the five core propositions of NBPTS. Large sheets of paper were placed around the room, and we went from sheet to sheet until our brains were emptied. We also had some spirited discussions about what we felt was important in our field and what we thought should be emphasized in the standards. We discussed at length how much our profession had changed in the past ten years, and what we really wanted to come through in this new document.

Library Media Standards
Revision Committee



Some of the pressing issues we identified included technological issues, such as filtering, keeping current, safety, ethical use, teacher training, and promotion; administrative issues such as extended time, clerical staffing, and book labeling; and professional issues such as the need for strong leadership skills and developing advocates for library programs. Those in the group who were National Board certified stressed the importance of reflection while going through the certification process and how those skills remained a part of teaching ever after. After a really long and passionate sharing of what it means to be a school library media specialist, we agreed that leadership, ethics, reflection and technology were key issues we wanted to emphasize in the standards.

The committee then took a long look at the original standards, published in 2000. They had certainly stood the test of time, and we were very impressed with how much we already had to work with. In small groups, we deconstructed the original standards and decided what to keep and what to update. After that, we started to discuss how many standards the new document would have and what they would be. One of the trickiest things about writing individual standards is that so much of our material overlaps into other areas. We found that the reflection and technology components were the ones most often found to be vital in nearly every aspect of librarianship and the suggestion was made to embed those concepts into every single standard. Further into the writing process we concluded that technology was a dynamic and lengthy standard and would not need to be incorporated into each standard. However, to emphasize that reflection is an ongoing process, we included a reflection component at the end of each standard in addition to including an individual standard on reflection.

We spent the next few months writing in small groups (the group members kept changing to ensure that everyone on the committee had input on each standard and to constantly change group dynamics) and as a whole. We wrote a great deal when we met for the second time in November and met again online in December to continue the process. By our meeting in January, all of the standards were drafted, but still needed a great deal of refinement. We worked late into the evening every night during our grueling four-day January meeting, and by the end had drafted ten new Library Media Standards that we felt comfortable putting out for public comment.

The public comment process was a fascinating way to involve many interested parties in the writing of the standards. The National Board sent the standards draft to many of the interested parties, and the committee members also notified stakeholders within our own state and national organizations. The Board of Directors for NBPTS was also invited to participate in public comment. Our hope was that as many people as possible would read the standards statements and leave comments to guide our final revision meeting in February.

In February, we addressed the concerns raised in Public Comment, which turned out to be a very involved process. The NBPTS staff had sorted the comments into categories: compliments, general comments and suggestions for improvement. We were allotted minimal time to review the compliments (and pat ourselves on the back), glanced through the general comments, which were often loosely or not at all related to our document, and devoted several hours to addressing the many suggestions. We read each suggestion aloud and discussed it as a group. Often, the suggestion was a good one, and we made the recommended change. In other cases, we discussed the issue at length but decided not to change the document, and we recorded our justification. Overall, we were really gratified at the number of thoughtful and helpful suggestions.

After spending a couple of days addressing the multiple public comments, we went through our document one last time, making final changes. Each word was carefully considered for maximum impact and positive and professional connotation. All examples were reviewed to make sure that we balanced age levels, content areas and rural/urban settings, and that 21st century skills were prominently featured. Our final task was to draft an introduction to our document. Our first draft focused on two major points – defining our profession as it stands today and explaining the major changes in this second revision.

Upon completion of the document by the committee, it was sent to a copy editor for careful proofreading for grammar and syntax. From there it was sent to National Board's Certification Council, a panel of nine professionals who are entrusted by the Board of Directors to recommend a document for acceptance or remand. We were soon notified that the Certification Council had unanimously approved our document and were recommending it for acceptance. They commented that they particularly liked the weaving together of ethics and technology, the discussion of fair use and copyright concerns, the discussion of digital literacy in its multiple forms and how the field of library media is mapped out through the standards. They also felt that the standards will appeal to educators and policymakers alike because they bring 21st century skills and technology to the forefront. Our committee was overjoyed to receive such a high commendation from the Certification Council.

The final task was for my co-chair and I to present the revised standards to the Board of Directors at their next meeting, scheduled for April 16, 2010. We discussed strategies for defending our document against difficult questions and tried to anticipate any possible concerns that Board members might have. Another committee had recently presented their revised standards document to the Board of Directors, only to have it remanded back to committee after a tense and somewhat heated discussion among the Directors. We were hoping that a well-prepared presentation might address any concerns upfront and head off debate among the Directors. We decided to divide our presentation, with Dr. Everhart discussing the committee and the process and me describing how the standards address 21st century skills and the changes between the original Library Media Standards and our newest revision.

We arrived in Washington, D.C. the evening before the Board of Directors meeting, and Dr. Everhart and I met with the staff of NBPTS for breakfast to discuss the upcoming presentation. We were not set to present until late afternoon, but she invited us to attend lunch and meet some of the Directors. We spent the morning fine-tuning our presentation, and then met with the staff again at lunch time. They reported hearing a positive buzz about the Library Standards from several members, which was gratifying. There was one Director who had some questions and concerns about the document, so the staff member introduced us and let us resolve her issue informally. The Director was concerned about the focus of books not being prominent enough, but when my co-chair and I showed her several places where the use of literature and print resources were still being promoted, she was satisfied and wished us luck.

When we entered the Board Meeting at 4 p.m., there was already a discussion in progress, so Dr.

Everhart and I took our seats at the back of the room and waited. The discussion wrapped up, and the chair of the Board of Directors, former West Virginia Governor Bob Wise, invited us to the front of the room to present the revised standards document. Before we spoke, NBPTS staff informed the Board about the process involved in selecting a committee and how the committee works to develop a standards document. Another staff member discussed the results of public comment about the document, and the representative from the Certification Council shared that the Council had unanimously recommended the Board accept the Library Media Standards.

Then it was our turn. Dr. Everhart thanked the NBPTS staff for all of their guidance during the process and described our committee and our five-month writing process, sharing anecdotes and receiving smiles and laughter from the Board of Directors. I continued our presentation by explaining 21st century skills and how our document embodies them, as well as the significant differences between the original standards and our revision. As I spoke, I was pleased to see many of the Board members nodding along in agreement. When I finished, Governor Wise asked for discussion, and the single Library Media Specialist on the Board, Glenda Ritz of Indianapolis, spoke up. She complimented the committee on a fine document, stating that she particularly liked the fact that instruction had been embedded throughout the document, that leadership had been emphasized, and the attention to Technology and Ethics, which are of paramount importance to the field of library media. She announced that she also recommended the standards be accepted. Governor Wise called for more discussion; there was none. He called for a vote, and the Library Media Revised Standards were unanimously accepted by the Board of Directors! Our journey had come to an end.

The standards won't officially be published for a while yet. Their next destination is the Assessment Committee, who will create new National Board assessment exercises to correlate to the new standards. When their work is done, the new standards will be released and future National Board Library Media candidates will use the new document to guide their practice.

If you are interested in helping to effect change at the national level, opportunities to serve are more plentiful than you might think! I urge all of Ohio's talented library media specialists to seek opportunities to effect change in education. Serving on this committee is by far the most valuable professional experience I have ever had. Not only did it allow me to give of myself to the field of library media, but it also afforded me the opportunity to meet influential people from all over the country and left me invigorated and inspired to continue to advocate for quality library media programs and accomplished teaching.



Candi Pierce Garry is a National Board Certified Teacher and is the director of the library media program at Wilson Middle School in Hamilton, Ohio. She earned her Bachelor's degree in Education from Wright State University and her Master's degree in Library Science from the University of Houston. She will begin a doctoral program in Educational Administration at Miami University this fall. She is passionate about school library media programs and their role in educational reform.[]

Evaluating Teacher-Librarians:

A Form of Our Own

By Patricia L. Owen, Teacher-Librarian, Eastwood High School, Pemberville, OH.

Introduction

When it comes to appraising the performance of K-12 educators, some teacher-librarians have discovered that a one-size-fits-all approach just doesn't work for them. *Information Power* (American Association of School Librarians 4-5), the traditional manual for teacher-librarians, defines the four roles of the teacher-librarian as teacher, instructional partner, information specialist, and program administrator. Recently, the American Association of School Librarians (AASL) published **Empowering Learners: Guidelines for School Media Programs** (American Association of School Librarians 16-17). This new resource reiterates the four traditional roles and adds a fifth: leader. While there's no question that teaching (and student learning) is central to the teacher-librarian's role, as highlighted by the AASL **Standards for the 21st Century Learner**, performance appraisals designed just for classroom teachers are not adequate to evaluate the full range of a teacher-librarian's performance and duties (Bryant 85). Teacher-librarians who are assessed using evaluation tools designed for classroom teachers will find them a poor fit.

Poor Fit

In my school district, this long-standing problem took on new urgency when a Praxis-type evaluation form (Educational Testing Service) was adopted by my local school board for teachers districtwide. This newly-implemented form, adapted from the Praxis III teacher evaluation tool (available for purchase from the Educational Testing Service (ETS) at www.ets.org), evaluates classroom instruction, intervention strategies, and parental contacts rigorously. While an excellent option for classroom teachers, the new form includes evaluation criteria that are not realistically aligned with the teaching role of teacher-librarians and completely ignore the roles of instructional partner, information specialist, program administrator, and leader. For example, the form evaluates a teacher's ability to assess individual instructional progress and intervene when appropriate for all students assigned to their courses. In addition, they are charged with keeping the parents of their students informed consistently over time. Classroom teachers can accomplish these behaviors because they work with the same students daily throughout the school year. However, these evaluation criteria are not easily transferable to the evaluation of teacher-librarians who interact with large numbers of students—in fact, every student in the school. Praxis-type forms also omit the teacher-librarian roles and duties that extend beyond the classroom. For instance, four of the five teacher-librarian roles are not addressed in the newly-implemented Praxis-type evaluation form in my district: instructional partner, information specialist, program administrator, and leader.

The Search

Realizing that the new districtwide classroom teacher evaluation form was a poor fit for me and encouraged by my principal, I searched for a professional evaluation tool that evaluates all five roles of a teacher-librarian and, at the same time, maintains the evaluative rigor of the Praxis-type form adopted by my school district. I began by contacting educators at state departments of education and national educational organizations. First, I found that many state departments of education do not provide a statewide teacher-librarian evaluation form for local district adoption. Of the forms that are available, none were formatted in a Praxis style. They were not based on the five teacher-librarian roles, aligned with local or state academic content standards, or derived from the AASL *Standards for the 21st Century Learner*. My search didn't reveal a national teacher-librarian evaluation form containing these elements either. However, one national organization, the National Board for Professional Teaching Standards (NBPTS), encouraged me as a National Board Certified teacher-librarian to create a form of my own and share it with my colleagues. NBPTS described the opportunity as a chance for "reflective practice" (National Board for Professional Teaching Standards 31). Knowing that the AASL *Standards for the 21st Century Learner* and *Empowering Learning: Guidelines for School Library Media Programs* also encourage self assessment and "reflections on one's own learning," I began to seriously consider creating a form of my own.

Despite having struck out at the state and national level, I pursued an Internet search that revealed a number of teacher-librarian evaluation forms developed by individual school districts. Unhappily, none of the online forms contained all of the desired elements. In fact, none of the forms were constructed as full-model rubrics (see Figure 1) containing Praxis-type evaluation criteria and performance levels, two of the most important elements sought. One form included only headings ("performance criteria," "commendations," and "recommendations for improvement"), but no criteria or performance levels, so this form could give little guidance to school administrators conducting

TERM	DEFINITION
Full-model rubrics	<ul style="list-style-type: none"> • Include three main elements: criteria, performance levels, and performance descriptions. • Formatted on a grid and used to evaluate performance.
Criteria	<ul style="list-style-type: none"> • Describe the major elements of a performance. • Included in the left hand column of the grid.
Performance levels	<ul style="list-style-type: none"> • Indicate the degree to which the performance is successful. • Listed across the top row of the grid.
Performance descriptions	<ul style="list-style-type: none"> • Describe what the performance of each criterion "looks like" at each level. • Included in the grid cells at the intersection of criteria and performance levels.

Figure 1. Definition of a Full-Model Rubric

teacher-librarian evaluations. Another form listed evaluation criteria ("professional knowledge," "responsibilities," and "relationships"), but used vague performance levels ("satisfactory" or "needs improvement") with no description of what improved performance looked like. Still another form allowed principals to rank teacher-librarians from "1" to "4" for each evaluation criterion, but didn't explain what behavior qualified as a 1, 2, 3, or 4 in each area. Only one full-model rubric-based teacher-librarian evaluation form was located in the Internet search. Unfortunately, this rubric included elements that focused on external subjective opinions of the library program, rather than objective teacher-librarian job behaviors. Lastly, none of the online forms integrated the teacher, instructional partner, information specialist, program administrator, and leader roles.

The Rationale

Because existing evaluation forms did not fit the need, I resolved to create a new teacher-librarian performance appraisal tool. While creating a new tool takes great effort, I had a great resource to use. In a grassroots effort, teacher-librarians throughout Ohio helped to develop K-12 library media academic content standards. These standards articulated both the complex roles of the teacher-librarian and the skills students should achieve as part of the K-12 library experience. Consequently, they were the perfect framework for the evaluation tool.

Creating a new evaluation tool also offered additional benefits. First, I had a chance to engage in self-assessment and reflective practice as well as participate in the process of establishing an evaluation tool in its formative stage. Second, participation in the process allowed me to build library media program advocacy into the assessment tool. Third, this type of appraisal created an opportunity to collaborate with my principal using measurable, objective, evidence-based practices. Finally, during the evaluation process, the principal may become educated about teacher-librarian roles and responsibilities. Although creating a new tool required a substantial effort, the number of secondary benefits expected to evolve provided a strong rationale and reinforced my decision to create a new form.

The Solution – 3 Steps

To create a Praxis-type evaluation form for teacher-librarian performance appraisal, I analyzed the district's newly adopted classroom teacher form carefully, noting the structure and format. Next, I took 3 steps to create a new teacher-librarian evaluation tool.

1. The first hurdle was to identify the content for the new evaluation tool. The Ohio K-12 Library Media Academic Content Standards described the roles of the teacher-librarian; they offered a rich resource for an evaluation tool. Then I reviewed the academic content standards for the appropriate grade level, 9-12. (Because I am located at the high school, my evaluation tool was based on 9-12 academic content standards.) Next, I consolidated similar standards, benchmarks, and indicators to avoid repetition within the evaluation tool. Third, I omitted minutia and areas that didn't fit my local context. For example, students in my school district did not have school email addresses, so standards that describe student email learning outcomes were not included in the evaluation form. Then, I identified 8 main areas for inclusion in the new form. Areas 1-7 represented each of the academic content standards (Ohio Department of Education) and Area 8 represented "Teacher-Librarian Professionalism" as defined in the Praxis-type form.

- Area 1: Library Management
- Area 2: Collection Development & Curriculum
- Area 3: Literacy & Reading Support
- Area 4: Library-based Technology
- Area 5: Information Literacy
- Area 6: Technology Literacy
- Area 7: Media Literacy
- Area 8: Teacher-Librarian Professionalism

I created 2-4 evaluation criteria under each area. These criteria are referred to as "components" in my school district's recently adopted Praxis-type evaluation tool.

2. In the next step, I continued the process by identifying four performance levels for each component: unsatisfactory, needs improvement, proficient, and distinguished. Typically, effective rubrics have 3-5 performance levels for each evaluation component. In this case, I selected 4 performance levels to match the local district's classroom teacher evaluation form. By describing teacher-librarian performance at each level, my evaluation form educated school administrators about library media academic content standards and created shared performance expectations. Because the strength of performance level descriptions depended on clear writing, the performance levels were described concretely, concisely, and with a quality focus (Oakleaf 247). They were written using common terminology, consistent (parallel) construction, and clear differentiation between each of the four levels (Oakleaf 247).

3. Finally, I developed two Praxis-type forms: a rubric and a summative conference form for each of the 8 areas. In order to align my forms with my district's new evaluation process, I mirrored the structure of the classroom teacher evaluation tool.

The Samples

Using the K-12 library media academic content standards, I identified 8 areas. One of the areas, Area 4, focuses on the standard Library-based Technology and consists of four parts. It is shown in detail in Figures 2 and 3.

- √ Component 4.1: Provides, integrates, and utilizes library- based technologies to support teaching and learning.
- √ Component 4.2: Uses library-based technologies to maintain computers for teachers and students.
- √ Component 4.3: Demonstrates the effective usage of library-based technologies.
- √ Component 4.4: Develops a virtual school library presence.

Then, I described each component at four performance levels, ranging from unsatisfactory to distinguished. Each level is explained consistently and measurably. For example, for Component 4.1, an unsatisfactory teacher-librarian "does not provide, integrate, and utilize library-based technologies to support teaching and learning," while a distinguished teacher-librarian employs 6 specific techniques to "provide, integrate, and utilize library-based technologies." These techniques include circulating library materials, using Dewey classification to organize materials in MARC format, developing material-lending policies, promoting home access to school OPAC's, facilitating linkages to other library OPAC's, and developing strategies for borrowing from external libraries.

Area 4: Library-based Technology	Unsatisfactory	Needs Improvement	Proficient	Distinguished
Component 4.1 Provides, integrates, and utilizes library-based technologies to support teaching and learning.	Teacher/Librarian does <u>not</u> provide, integrate, and utilize library-based technologies to support teaching and learning.	Teacher/Librarian uses library-based technologies to: <ul style="list-style-type: none"> circulate library materials use Dewey classification to organize materials in MARC format 	Teacher/Librarian uses library-based technologies to: <ul style="list-style-type: none"> circulate library materials use Dewey classification to organize materials in MARC format develop material lending policies 	Teacher/Librarian uses library-based technologies to: <ul style="list-style-type: none"> circulate library materials use Dewey classification to organize materials in MARC format develop material-lending policies promote home access to school OPACs facilitate linkages to other library OPACs develop strategies for borrowing from external libraries (ILL)
Component 4.2 Uses library-based technologies to maintain computers for teachers and students.	Teacher/Librarian does <u>not</u> use library-based technologies to maintain computers for teachers and students.	Teacher/Librarian uses library-based technologies to: <ul style="list-style-type: none"> provide computers provide internet accessibility 	Teacher/Librarian uses library-based technologies to: <ul style="list-style-type: none"> provide computers provide internet accessibility uphold AUP policy 	Teacher/Librarian uses library-based technologies to: <ul style="list-style-type: none"> provide computers provide internet accessibility develop AUP policy practice and promote the ethical and responsible use of library technologies

Figure 2. Teacher-Librarian Evaluation Rubric, Area 4, Components 1 and 2

Area 4: Library-based Technology	Unsatisfactory	Needs Improvement	Proficient	Distinguished
Component 4.3 Demonstrates the effective usage of library-based technologies.	Teacher/Librarian does <u>not</u> demonstrate the effective usage of library-based technologies.	Teacher/Librarian uses library-based technologies to: <ul style="list-style-type: none"> provide access to multimedia equipment facilitate connections with equipment and material lending agencies (ex. NWOET) 	Teacher/Librarian uses library-based technologies to: <ul style="list-style-type: none"> provide access to multimedia equipment facilitate connections with equipment and material lending agencies (ex. NWOET) facilitate linkages to and integration of state e-resources (ex. INFOhio, ODE, ORC) 	Teacher/Librarian uses library-based technologies to: <ul style="list-style-type: none"> provide access to multimedia equipment facilitate connections with equipment and material lending agencies (ex. NWOET) facilitate linkages to and integration of state e-resources (ex. INFOhio, ODE, ORC) provide inservice on library technologies assist teachers with the integration of library technologies, internet, and electronic resources into the curriculum demonstrate technology projects that utilize active learning
Component 4.4 Develops a virtual school library presence.	Teacher/Librarian does <u>not</u> develop a virtual library presence.	Teacher/Librarian does <u>not</u> develop a virtual library presence, but collaborates with school district technology staff to create links to state e-resources and library OPAC on the school district webpage.	Teacher/Librarian creates a school library website with: <ul style="list-style-type: none"> remote access 24/7 access a connection to the district webpage 	Teacher/Librarian creates a school library website with: <ul style="list-style-type: none"> remote access 24/7 access a link to district page information about library services, hours, staff, and resources OPAC access in all buildings peer-reviewed teacher resource pages linkages to identified assistive resources

Figure 3. Teacher-Librarian Evaluation Rubric, Area 4, Components 3 and 4

Figure 4 offers an example of the summative portion of the teacher-librarian evaluation form for one of the eight areas, Area 4, Library-based Technology. This form mirrors a similar section of my district's classroom teacher evaluation tool and provides my school administrators with a short version of the longer rubric for their summative comments. It provides the framework for the meeting between a teacher-librarian and the principal. It summarizes the evaluation and becomes part of the professional development record.

Form D: Summative Conference Form

Staff Member: _____ Evaluator: _____

Current Position: _____

Pre-Observation Conference Date: _____ New Teacher: _____

Observation Date(s): _____ Limited Contract: _____

Post-Observation Conference Date: _____ Continuing Contract: _____

Area 4: Library-based Technology	Unsatisfactory	Needs Improvement	Proficient	Distinguished
Component 4.1 Provides, integrates, and utilizes library-based technologies to support teaching and learning.				
Component 4.2 Uses library-based technologies to maintain computers for teachers and students.				
Component 4.3 Demonstrates the effective usage of library-based technologies.				
Component 4.4 Develops a virtual school library presence.				

Evaluator Comments:

Component 4.1:

Component 4.2:

Component 4.3:

Component 4.4:

Teacher Comments Regarding Components:

Figure 4: Teacher-Librarian Summative Form. Area 4. Components 1-4

The Evidence

My new evaluation form provides an evidence-based framework for evaluation of teacher-librarian performance. Using my form as a guide, teacher-librarians can create paper and/or electronic portfolios of evidence to document their work performance. Some of my example documents are included in Figure 5.

EVIDENCE	EXAMPLE DOCUMENTS
Library Web Site	Screenshots, research skills tutorials, database links, web site statistics
Lessons	Student orientations, collaborative instructional units, information literacy one-shots
Schedules	Class visits, scope & sequence
Parental Contacts	Open houses, emails, newsletters, phone calls, communication logs, parent-teacher conferences
Student Assessments	TRAILS, worksheets, SurveyMonkey.com results
Student-Created Products	PPTs, interactive board presentations, spreadsheets, timelines, Works Cited pages, book reports/talks, CDs
Policy & Procedure Manual	Table of contents, mission statements, collection policies, strategic plans
Student Library Activities	Photos, videos, locally-created READ posters
Appreciation	Thank you letters, awards/acknowledgements, school board recognition
Promotional & Event Materials	Contests, fliers, bookmarks, bulletin boards, local/student newspaper articles
Professional Development	Library conference session descriptions, certificates of attendance, college transcripts, college courses taught, NBCT certification

Teacher & Staff Training	Checklists, job descriptions, inservice agendas, survey feedback, 21 st Century Learning Commons “Things”
Equipment & Technology Access	Sign-out sheets, safety tips, AUPs, 24/7 library web site, circulating laptops
Resource Access	Library web site, inter-library loans, professional shelf holdings, video streaming, INFOhio databases, e-books
Budget	Annual reports, grant proposals, sample budgets
Usage Statistics	Circulation reports, attendance counts, web site statistics, resource usage surveys
Assessment	Needs surveys, program evaluation, library advisory committee
Reading Literacy & Advisory	Reading lists, book clubs, displays, book talks, visiting authors

Figure 5. Examples of Documents That Demonstrate Teacher-Librarian Performance

This evidence of teacher-librarian performance can be maintained and periodically updated in a print or electronic portfolio.

Conclusion

Teacher-librarians can take documentation, including their evidence-based portfolio, to the evaluation meeting with their principal. Using the portfolio as a guide, the principal and the teacher-librarian focus on measurable, objective, evidence-based practices of the library media program. Future program and professional goals grow from these conversations.

Teacher-librarians need evaluation forms that fit their unique roles and responsibilities and acknowledge both the similarities and differences between classroom teachers and teacher-librarians. The incorporation of academic content standards, the use of a Praxis-type format, and reliance on AASL standards provide a solid framework for building an effective evaluation tool. Such tools allow teacher-librarians to demonstrate the value of their programs using evidence-based documentation in conversations with their principals. In fact, teacher-librarians can use this measurable, objective, evidence-based approach to advocate for their school library media programs. Reflective teacher-librarians welcome the opportunity to participate in the creation of a tool that achieves these multiple goals.

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Extending the Trail

By Barbara Schloman, PhD., Julie Gedeon, PhD., Jennifer Schwelik, MEd, Kent State University - TRAILS

TRAILS, Tool for Real-Time Assessment of Information Literacy Skills, is a free online tool developed by faculty librarians at Kent State University Libraries. TRAILS helps teachers identify the strengths and weaknesses of students' information-seeking skills so that they might better determine instruction and curriculum needs. The more than 8,000 teacher and librarian registered users have administered the TRAILS-6 and TRIALS-9 assessments to over ¼ million students.

TRAILS DEVELOPMENT

In 2006, TRAILS-9 was made available to assess ninth graders' information-seeking skills. This was followed in 2008 with TRAILS-6 for 6th graders. In September 2010, two additional assessments will be available, TRAILS-3 (third graders) and TRAILS-12 (twelfth graders). The TRAILS team is excited that the tool will then provide for measuring information literacy skill levels at the 3rd, 6th, 9th, and 12th grade levels.

TRAILS items development follows a rigorous creation and revision process. Practicing school librarians write and correlate items to state and national standards. Then students and school librarians across the country field-test the items. Using field-test data, the TRAILS team assesses the results of the field testing phase and develops grade-level tests. An annual survey of usage and revision suggestions assists in identifying areas of strength and weakness in the tests.

TRAILS ASSESSMENTS

All assessments are self-guided and self-administered. Prior to testing the students, the teacher or librarian establishes a TRAILS account and creates a TRAILS session, selecting from multiple test options for each grade level. Sample items are available for review. Once the session is created, the teacher or librarian assigns a randomly generated code to each student. These codes enable the students to log onto TRAILS to take the assessment. After answering the questions, the TRAILS software scores the results and issues a report. The questions and responses are sorted by the following five categories: develop the topic; identify potential sources; develop, use and revise search strategies; evaluate sources and information; and recognize how to use information responsibly, ethically and

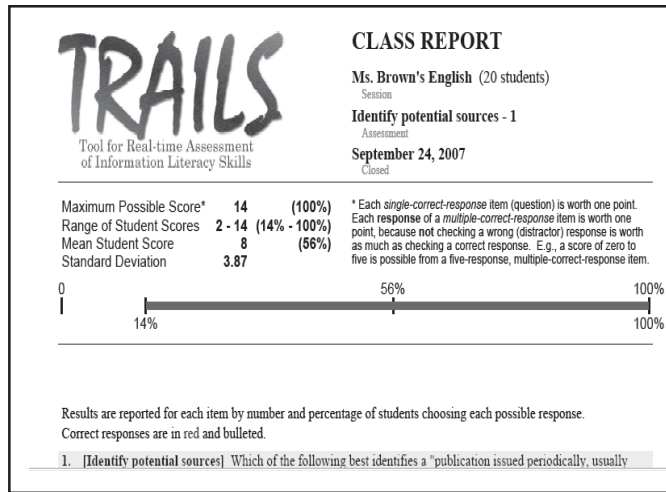
"This is a wonderful tool for analyzing library skill strengths and weaknesses."
TRAILS-9 user

legally.

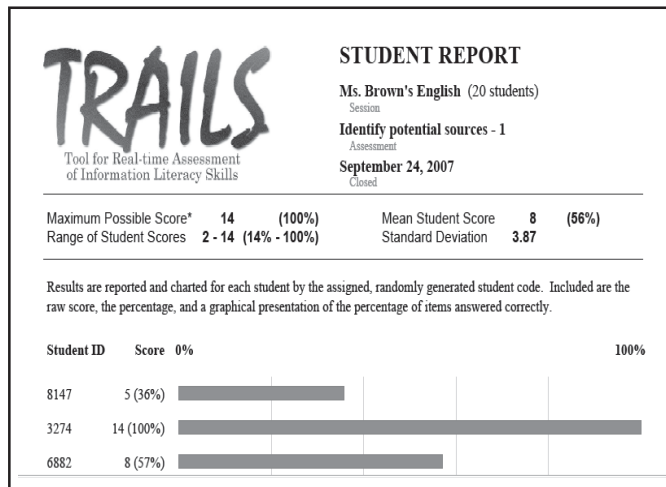
TRAILS REPORTS

TRAILS software provides three types of reports:

1. A class report provides a snapshot of how the class performed. This report shows what percentage of the students select each possible answer.



2. A student report provides individual students with a raw score and percentage of correct answers. Students are able to review their tests online and compare their answers to the correct responses.



3. An expanded view of the TRAILS test displays the category, standard/indicator, the objective the question matches and the answer options with the correct answer.

TRAILS
Tool for Real-time Assessment of Information Literacy Skills

Ninth Grade General Assessment 1

1. Trails Category: **Identify potential sources**
AASL Information Power: **IP-S1-14**
Ohio Academic Content: **Y2003.CEW.S04.G08-10.BB.L09.I02**
TRAILS Objective: **Given an information need and a list of possible resources, the learner will select the combination of resources that will best meet the information need.**
You've been assigned a persuasive speech on restricting the use of cell phones during school hours. Which of the following resource choices would you make?
CHOOSE ONE ANSWER.

- magazine article, atlas, dictionary
- atlas, book
- dictionary, encyclopedia
- encyclopedia, book
- Web site, magazine article

2. Trails Category: **Identify potential sources**
AASL Information Power: **IP-S1-14**
Ohio Academic Content: **Y2003.ELB.S04.G11-12.BB.L12.I02**
TRAILS Objective: **Given a list of people and a service point, the learner will correctly identify the librarian as the best resource to provide help with library research.**
What is the best way to get help with library research?

TRAILS assures privacy. No identifying information about students is collected. To be able to report individual student outcomes, TRAILS provides school librarians the option to assign a pre-generated random code to each student. The TRAILS database maintains student results identifiable only by that random code. The information provided by a librarian when registering for an account is used only to identify characteristics of participating schools. Individual account information is secured and will not be available or shared with any third party, nor will identifying information on a given school or district be reported or made available.

TRAILS AND INFORMATION LITERACY INSTRUCTION

Support materials for TRAILS are available on the TRAILS website under the Related Resources menu item. Support materials include PowerPoint presentations, bookmarks and information literacy lessons.

TRAILS is used to teach and assess information-seeking skills. Suggestions for using TRAILS as an instructional tool include one-to-one instruction, whole-group instruction in a game-show format, and using test data to assist with curriculum mapping and revision. TRAILS, used with a student response system, assists teachers in instructing on research skills. The TRAILS team asks users to ask for permission if desiring to use TRAILS items outside of the TRAILS website. It is easy to ask permission, simply explain your need in the TRAILS Contact box.

"We used TRAILS as part of our School Improvement Plan this year. I administered TRAILS to all of our English/Language Arts Classes grades 6-8 (over 800 students). We used the results from the pre-assessment to target instruction throughout the year, and are currently administering the post-assessment to measure improvement." TRAILS-9 user

TRAILS to SAILS

TRAILS is designed to assist K-12 educators in developing stronger information literacy instruction.

SAILS (Standardized Assessment of Information Literacy Skills), also developed by Kent State librarians, is designed to assist university professors and librarians in pinpointing student information literacy strengths and weaknesses. This assessment is available on the university level only.



TRAILS INFORMATION

TRAILS is freely available at www.trails-9.org. Teachers and librarians are encouraged to establish an account and begin using TRAILS to help their students to improve their information literacy skills.

Find out about the latest TRAILS news by following **TRAILS-InfoLit** on Twitter and friending **TRAILS- Free Information Literacy Assessments** in Facebook.



Barbara F. Schloman, Ph.D, Associate Dean, Kent State University Libraries, is the TRAILS Project Director and an ILILE board member.



Julie Gedeon, Ph.D. is assistant professor and coordinator of library assessment for University Libraries at Kent State University. She has an M.L.S. and a Ph.D. in evaluation and measurement, both from Kent State.



Jennifer Schwelik is a school librarian with 35 years of experience. Currently she is the Project Manager for TRAILS and an INFOhio Consultant. She is an American Memory Fellow and an OELMA award of Merit Recipient. She has recently joined WVIZ ideastream as the PreK-12 Technology and Staff Development Director.



Using TRAILS for DATA-Driven Decision-making

By Cherie P. Pandora, Teacher Librarian and K-12 Coordinator of Media Education,
Rocky River High School

It is very difficult for librarians to document the effect that we have on students and on learning. How exactly can we quantify the value of the instruction and coaching that we provide for students? Teachers can access a myriad of skill sets, data, charts and graphs detailing the success rate of classes and individual students. We can, of course, refer to the various studies done by Keith Curry Lance or the Ross Todd study done here in Ohio, but those research studies dealt with entire states. How do we obtain meaningful data at a local level? How do we ensure that our data is objectively obtained?

The answer to these questions can be found in a tool called simply **TRAILS**. TRAILS is the acronym for the **T**ool for **R**eal-time **A**ssessment of **I**nformation **L**iteracy **S**kills. Although TRAILS has only been “live” since 2006, it has moved from a local product to an assessment that is now used internationally. Funded through a partnership of Kent State University Libraries, the Institute for Library and Information Literacy Education (ILILE), the Institute of Museum and Library Services (IMLS) and the U.S. Department of Education, it has lived up to its name as a trailblazer in helping librarians as they teach their students. The website (www.trails9.org) happily proclaims that since the “fall of 2009 TRAILS has been used by over 7,600 librarians throughout the United States and 30+ countries and administered to more than 211,000 students.” This fall TRAILS will unveil assessments for grades 3 and 12. Assessments for grades 6 and 9 have been updated to reflect 21st Century Skills.

Data-driven decision-making is the current buzzword in education and is overtaking the educational process. Whenever we measure grade level test scores, we encounter the problem that libraries are not represented as a content area and, therefore, our effectiveness is not measured. The State Report card does not measure our expertise; our skill in teaching students is unrecorded and our contributions are often unacknowledged. Even local LPDC forms are changing to a data-driven format. We can no longer rely on anecdotal evidence to make our point. In my district the days are gone when we were encouraged to create vague goals that would fit varied professional activities. These have given way to goals that must fit into categories that are designed to be measurable. Not surprisingly, these categories mimic the categories on the Ohio Master Teacher application.

I first used the 9th grade TRAILS test as a pilot with two classes of juniors. My goal then was to assess their learning and to see which concepts they remembered, and which they had forgotten since their freshman year. TRAILS was my Evidence-Based Practice Study. The following year I used the pre-test with 9th graders to guide my instruction in the fall. I then used the Online Review screens to provide classes with feedback. TRAILS gives each student access to a link to his or her individual test

results. After viewing the test results for each class, I revised **all** of my lesson plans for each grade level and identified each lesson by the appropriate Academic Content Standards. I also changed my lessons to a more visual format creating either PowerPoint or Smartboard presentations. Last year both pre- and post-tests were given to 9th grader. However, the May administration of the post-test appeared to be bad timing on my part. Anxiety seemed to overwhelm the freshmen as they faced their first set of finals. Adjustments were made in the schedule for this year and I am trying to fit the post-test in shortly after the research unit ends.

I have used TRAILS for the last four years with grades 9-12 and I love it! It finally gives librarians a data-driven means of measuring Information Literacy skills. I no longer have to "guess" students' strengths or weaknesses. I can get results for individual students or for a particular class. I don't wind up teaching skills my students already know but can, instead, go on and teach what they need to know. The program also pinpoints weaknesses. For example, my current seniors BETA tested the 12th grade version. I learned that my seniors seemed to have forgotten the difference between a Table of Contents and an Index. (They knew it as 9th graders!) Now I can re-teach before they head off to college.

If I were writing a grant today I would be sure to include TRAILS assessments as one of my measurable objectives. As a personal benefit, I was able to use the data from my TRAILS units for my Master Teacher application. I am sure that it was one of the reasons that I was awarded the Master Teacher designation last fall.

10 Reasons to use TRAILS to help you teach

1. **TRAILS** can be used as an exit standard. By fall 2010 tests will exist for four separate grade levels. Different tests can be given for grades 3 intermediate school), grade 6 Middle school) and grades 9 and 12 (High school).
2. **TRAILS** provides measurable results presented in two formats, raw score and percentage correct. Each class report provides the student codes, their raw scores and percentages correct. A spreadsheet option allows you to track student progress on pre-and post-tests.
3. **TRAILS** results are instantaneous! Bless the programmers who designed the algorithms that drive this tool! When all of my students have completed the test, I sign into my account and "CLOSE" the session. I immediately print out class reports for myself and the classroom teacher.
4. **TRAILS** provides results that can be used to identify student learning and to focus teaching on those items that were not yet mastered. It is a useful tool for categorizing needs, e.g., seniors may need a review on ethics and using information responsibly. The need to re-teach is based not on a hunch, not on experience with two or three student questions but instead on data—namely the results of this exam. I can preface their lesson by telling students "this was an area of weakness for your class and we want to correct that."

5. **TRAILS** categorizes questions into five groups: Develop Topics; Develop, Use and Refine Search Strategy; Evaluate Sources; Identify Potential Sources and Use Information Responsibly.

6. **TRAILS** helps you to break down barriers. I struggled for years to get certain teachers to let me have their students for an entire class period in order to teach them. A BRILLIANT suggestion came from a colleague at an OELMA conference. She suggested that I send out an email saying "Who would like an entire period to grade papers?" This works well with my teachers. They now approach me and ask when I can take their classes. This presents a win/win situation for all of us--the students, the teacher and the librarian.

7. **TRAILS** allows you to give a short 10 question quiz on a specific category (see # 5) or a full 30 questions assessment that covers all five topics.

8. **TRAILS** does not take the entire period for the exam. 20-30 minutes is usually the maximum time needed. I use the portion of time after the test to have students review the Interactive Syllabus and two Sample College Assignments from the website. (www.Transitioning2College.org)

9. **TRAILS** provides me with data I can include in reports to my principal, curriculum director, or superintendent.

10. **TRAILS** can be a great asset for Master Teacher applications; it fits in beautifully with the category "Focus on Content Instruction and Assessment." This data could also be used as evidence in applying for National Board certification.



Cherie Pandora has been an educator for 34 years, spending the past 24 years as the High School Librarian and Coordinator of Media Education, K-12, for the Rocky River City School District. She received an Education Specialist degree from Cleveland State University; an MLS from Kent State University and a B.S. in Education from Miami University, with certification in Educational Media, K-12 and Social Studies Comprehensive. As a member of OELMA, Cherie has served as its NE Ohio Regional Director and is a frequent presenter at OELMA and eTech conferences, particularly in the areas of test preparation and preparing students to meet the requirements of the STEM (Science, Technology, Engineering and Mathematics) Initiative.





The Gov Doc Kids Group: Kid-friendly Government Resources

By Tom Adamich , Muskingum University; Martha Childers, Johnson County Public Library, Overland Park, KS; Katrina Stierholz, Federal Reserve Bank of St. Louis; Angelisa M. Harris, Federal Deposit Insurance Corporation (FDIC).

Imagine taking a virtual trip in search of Federal government information. As a student or K-12 teacher, you know that information would be most helpful if it were in a form that is familiar to both of you— in essence, something a kid can understand. At first, this might seem to be an insurmountable task. The Federal Government is large. There are 15 departments, each of which has a number of agencies associated with it. There are also nearly a dozen independent agencies (like the U.S. Postal Service) as well as several government-run corporations (the Federal Deposit Insurance Corporation – FDIC – is one of the better known and will be profiled later in this article).

A key question for a new Federal government information resources researcher is “Where do I go to find good information I can understand that also helps me both learn how to find it and how to use it?” The answer is surprisingly easy – The Gov Doc Kids Group, gateway to kid-friendly government information!

Gov Doc Kids Group Mission and History

The Gov Doc Kids Group serves several purposes. First, the group attempts to promote government information in order to engage K-12 students in learning about history, culture, science, and government through games and other interactive activities. These activities are designed for both independent use by children and for dynamic, peer-based group interaction.

Second, the Gov Doc Kids Group attempts to assist teachers and school librarians in locating teaching aids, lesson plans, and exciting tools to enhance students' learning and to provide librarians with a collection of free government resources to advance their reference interview and collection development decisions. The group also encourages participation from fellow school/teacher librarians

and other members of the education community in both identifying specific Federal government information needs and recommending kid-friendly resources for possible inclusion. Direct contact with Gov Doc Kids Group core members is welcome and persons interested in participating in or creating new activities falling within the mission are welcome to join. Please contact one of the authors if you would like to be an active member. We look forward to an expanded membership and a future of exciting activities to promote the use of government information to children and those who serve them.

How to learn core finance concepts in troubled economic times

Local, national and international media have documented tough economic times worldwide and numerous studies have shown that the lack of consumer understanding of key core concepts related to personal finance and savings has contributed to many of America's current economic woes. Several excellent resources profile both past and present approaches to personal finance and core economic understanding.

The St. Louis Federal Reserve and personal finance: a marriage of past/present/future

The Federal Reserve Bank of St. Louis provides, free of charge, curriculum, lesson plans, and professional development to support economic and financial education. The resources help students learn more about money and banking, economics, personal finance, history, the Federal Reserve, economics, and geography. Material for grade school and middle school is offered as individual lessons, coordinated with regular activities and subjects for K-8 educators, and as curriculum to allow more in-depth and lengthy material for high school educators. Each lesson is correlated with the relevant National Standards in Economics, the National Standards for History, the Jump\$tart Personal Finance Standards and the National Council for the Social Studies Thematic Strands. These standards and strands are listed in the front section of each lesson. Resources are available in print, as complete online courses, interactive whiteboard activities, and as individual lessons either online or in print. This offers teachers the flexibility to choose the delivery that best fits their students and classroom. The resources, along with information about upcoming professional development opportunities, can be accessed on the Bank's website at http://stlouisfed.org/education_resources/

For every lesson listed below, educators will obtain:

- A list of economic concepts taught in the lesson,
- The economics and history content standards and the social studies strands addressed in each lesson,
- Learner objectives,
- Estimated time required,
- A list of materials required,
- A detailed set of procedures,
- An assessment,
- Blackline masters for visuals, and
- Handouts for the teacher to copy and distribute.

Classroom materials available from the Federal Reserve Bank of St. Louis

Grade Level	Title and Description	Print	Interactive Whiteboard	Online Program
K-8	<p>Children’s literature lessons Using familiar children’s literature, these lessons incorporate economic, historic, mathematical, and financial lessons to the students. Over 20 books have lessons to accompany the story.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Activities for every lesson	
1-3	<p>Piggy Bank Primer: Saving and Budgeting Through a story and activities, the workbook introduces students to economic concepts such as saving, spending, budgeting, and opportunity cost.</p>	<input checked="" type="checkbox"/> Student Activity Book & Teacher Guide		
1-3	<p>Piggy Bank Primer: 25 Cents Worth of History Students take a close look at nickels and quarters commemorating many of the proudest moments in our country and in the seven states that make up the Federal Reserve’s Eighth District.</p>	<input checked="" type="checkbox"/> Student Activity Book & answer key		
5-8	<p>Abraham Lincoln and the Five-Dollar Note Students participate in a puzzle activity to identify leadership characteristics that Abraham Lincoln possessed. They review the changes in the redesigned \$5 note and consider how Lincoln’s leadership characteristics contribute to the facts that he is on the \$5 note. Students look at a timeline of Lincoln’s life and identify significant events in his road to the White House.</p>	<input checked="" type="checkbox"/>		
7-10	<p>GeoFRED: Economics & Geography lesson plans Three lessons incorporating the use of economic data, a data mapping tool (GeoFRED), and economic and geographic concepts. In addition, students can use an online tutorial to learn about how to create their own data maps.</p>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
6-12	<p>In Plain English (Federal Reserve) An easy-to-read guide to the structure and functions of the Federal Reserve System.</p>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> (Winter 2010)
7-12	<p>Economic Concept Videos Videos from YouTube Video contests that explain economic concepts in a student-friendly manner. The current winner explains opportunity cost.</p>			<input checked="" type="checkbox"/>

Grade Level	Title and Description	Print	Interactive Whiteboard	Online Program
8-12	<p>Cards, Cars and Currency (Personal Finance) Cards, Cars and Currency is a curriculum unit that challenges students to become involved in three specific areas of personal finance: credit cards, debit cards and purchasing a car. The unit is divided into five lesson plans. The activities in each lesson plan are designed to address problem-solving, critical-thinking and higher levels of learning, using real-world scenarios.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> (Fall 2010)
8-12	<p>GDP and Pizza (Economics) A two-day, online course designed to help students in civics, economics and other social studies classes grasp challenging economic content—and to explain why these topics are important for citizens to understand. The course includes numerous interactive checks for understanding, video clips of a Fed economist explaining concepts and everyday examples that will make sense to students. In addition, students complete a pre- and post-test to assess learning. Some of the concepts taught include the definition of Gross Domestic Product (GDP), real vs. nominal GDP, trend growth rate, and automatic stabilizers.</p>			<input checked="" type="checkbox"/>
8-12	<p>Great Depression Curriculum (Economics & History) Six stand-alone lessons, a message from Ben Bernanke, plus online activities, videos, documents, a glossary, and a timeline support this curriculum. The Great Depression provides the opportunity to teach and learn a great deal about economics—whether you're studying the economic reasons that the Depression took place, the factors that helped it come to an end or its impact on Americans who lived through it. This curriculum is designed to provide teachers with economic lessons that they can share with their students to help them understand this significant experience in U.S. history. Each lesson is correlated to the National Standards in Economics, the National Standards, for History, and the National Council for Social Studies Strands.</p>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> (Fall 2010)
9-12	<p>It's Your Paycheck (Personal Finance) It's Your Paycheck! is designed for use in high school personal finance classes. The curriculum contains three sections—"Know Your Dough," "KaChing!" and "All About Credit." The lessons in each of these</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> (Fall 2010)

Grade Level	Title and Description	Print	Interactive Whiteboard	Online Program
	sections employ various teaching strategies to engage students so that they have opportunities to apply the concepts being taught. Each lesson includes black-line masters of the handouts and visuals needed to teach the lesson.			
9-12	<p>Time Value of Money (Economics & Personal Finance) An online program designed to teach personal finance and economics. Five lessons that cover interest, inflation, opportunity cost, present value, and future value. Video clips of a Fed economist explaining concepts and using everyday examples. The program offers interactive checks for understanding and pre- and post-testing for teacher assessment.</p>			<input checked="" type="checkbox"/> (Fall 2010)

In addition to the classroom resources offered above, the Federal Reserve Bank of St. Louis Economic Education staff offer professional development in the form of regular newsletters, webinars, courses for college credit, and workshops.

Professional Development for Teachers and Professors

Newsletters: A twice-yearly newsletter, *Inside the Vault*, is aimed at teachers. *Inside the Vault* includes information on a single economic issue, a Q&A on the topic, and a lesson plan. It also lists events for teachers at the St. Louis Fed and its branches. Another newsletter, *Liber8*, is aimed at librarians, and offers an informational essay on economic topics and provides a bibliography and suggested data sources. *Liber8* is produced 9 times a year, August through November and January through May.

Workshops, Conferences, Webinars: The Federal Reserve Bank of St. Louis offers frequent workshops and conferences for teachers and professors. The instructional sessions cover the classroom resources offered on our website, including the curriculum materials and the data products. In addition, economists frequently speak at the conferences, providing updates on the economy and hot topics in economics. Some of the conferences also offer graduate credit. Please visit the Federal Reserve Bank of St. Louis website (www.stlouisfed.org) for details.

This fall, we will begin offering webinars to professors and their students with additional webinars for teachers as professional development. The webinars will allow us to reach teachers across the country and provide support in a more convenient format. The Federal Reserve Bank of St. Louis is working hard to provide economic and financial education resources for students and teachers to improve the economic and financial literacy in this country.

Money management for troubled times and beyond: The FDIC MoneySmart Curriculum

During our parent's generation, a child's financial world may have consisted of an allowance, money received as gifts and earnings from chores, babysitting or a newspaper route. However, things have changed dramatically. Young people have access to credit at a much earlier age than their parents did. In addition, they are becoming more responsible for handling money and making decisions – for everything from small, everyday purchases to big-ticket items (like a bike or car) to saving for university. Today's youth must not only be familiar with credit cards, but also ATMs, the role of computers in everyday transactions, debit cards, variable interest rates, and compounding interest on debt and savings.

Learning basic financial skills is not child's play. But too many children know too little about basic financial matters. Serious problems that pose real threats to their future are that young adults can become victims of poor credit and debt practices, identity theft and even find themselves faced with bankruptcy before they realize how it even happened.

For example, 91 percent of University students surveyed by Sallie Mae, the nation's leading saving, planning and "paying for education" company, have a credit card and over half accumulated more than \$5,000 in credit card debt while in school. University administrators indicate that they lose more students to credit card debt than academic failure. In a survey conducted by VISA, 76 percent of parents reported that their high school student did not have a budget and over half agreed that their child thinks, "money grows on trees." Not surprisingly, the fastest growing group of bankruptcy filers is estimated to be between the ages of 18 to 24 years.

Thus, a 30-year-old cannot be expected to comprehend the closing process when purchasing a home or to make informed decisions as a 60-year-old regarding retirement income if they have not been given an understanding of basic financial concepts. They need the ability to look ahead and recognize the tradeoffs presented by products that may seem appealing at first glance.

In the midst of the current economic turmoil, now is a great time for families to revisit financial education basics: pay yourself first; build a budget and stick to it; don't spend more than you make; AND...share these concepts with our children - the next generation of entrants into our financial system. It is vital to our nation's future that they become informed consumers, knowledgeable investors and effective participants in our economy.

Like all types of education, financial education begins with teaching the basics that will provide an individual with a foundation for analyzing increasingly complex financial problems. Introducing the youngest students to financial education basics helps them to develop the building blocks they will need to make informed decisions on money matters and avoid wrong decisions that could result in years of financial pain.

The FDIC has long embraced financial education for children as a priority and has developed the Money Smart financial education program for Young Adults (MYSA), a uniquely designed curriculum to help youth between the ages of 12 and 20 learn the basics of handling their money and finances,

including how to create positive relationships with financial institutions and build the confidence they need to manage their finances once they enter the real world.

Money Smart for Young Adults is based on the award-winning *Money Smart* curriculum and consists of eight instructor-led modules. Each module includes a fully scripted instructor guide, participant guide, and overhead slides. The materials also include an optional computer-based scenario that allows students to complete realistic exercises based on each module. Money Smart for Young Adults is:

- Free;
- Aligned with educational standards for all 50 states, the District of Columbia, Guam and the Virgin Islands, as well as Jump\$tart financial education standards and National Council on Economic Education economic education standards;
- Based on the award-winning Money Smart adult financial education curriculum that can bring proven results in the money management practices and financial confidence of graduates;
- A completely customizable curriculum comprised of modules that can be taught on a stand-alone basis;
- Not protected by copyright restrictions; and
- A source of unbiased information that is not "branded" with corporate logos or otherwise affiliated with any commercial interest.

Instructional Design

Four characters are used in situational comic strips in each module to show students a real-world application of the content. The modules range from 90-110 minutes if taught in their entirety. The content is presented in a modular, rather than linear, arrangement to:

- Enable instructors to teach the program in any order or omit any module they choose without compromising the integrity of the *Money Smart* program;
- Reinforce retention and application of new skills by combining similar information and instructional objectives; and
- Facilitate student understanding of the interconnectedness of topics, even though they are listed linearly in the curriculum.

Students learn in different ways. Some are visual learners—retaining most of what they see or read as opposed to what they hear. Others may be auditory learners, retaining best what they hear. Still others retain information best when asked to participate in some way—answering a question, making a choice and so on. A fourth set of learners may be kinesthetic, or learn best by doing a hands-on activity. MYSA employs several instructional techniques that incorporate various combinations of these styles.

To help tailor the modules to the needs of the audience, the front of each module includes a matrix, or layering table, that will assist an instructor in presenting material responsive to the needs of the target audience within the available time frame.

Module Number	Module Title	Module Description
1	Bank On It	The <i>Bank On It</i> module teaches banking basics. Students learn why people use banks, the types of financial institutions, and the fundamentals of using bank accounts. This module also covers additional banking services that a bank might provide and the functions of bank personnel so that when the time comes, the students have the tools they need to begin a relationship with a bank.
2	Check It Out	The Check It Out module helps students understand checking accounts. They learn how checking accounts work, what fees they charge, how to open an account, and how to maintain it.
3	Setting Financial Goals	The <i>Setting Financial Goals</i> module shows students how to manage their money by preparing a personal spending plan, differentiating wants from needs, and identifying ways to decrease spending and increase income.
4	Pay Yourself First	The <i>Pay Yourself First</i> module helps students identify ways they can save money and introduces savings options that they can use to save toward their goals.
5	Borrowing Basics	The <i>Borrowing Basics</i> module helps students learn how to use credit appropriately and determine what forms of credit best suit a students needs.
6	Charge It Right	The <i>Charge It Right</i> module teaches students about credit cards and how to use them responsibly.
7	Paying for University and Cars	The <i>Paying for University and Cars</i> module provides general information on installment loans, including car loans and student loans.
8	A Roof Over Your Head	The <i>A Roof Over Your Head</i> module gives students the information they need to make informed choices about renting their first apartment. It will also review the basics of getting a mortgage, and help them make decisions and answer questions to determine their readiness to have a space of their own.

Every module is formatted and structured using a combination of lecture, group discussion, activities and informal assessment. An instructor guide, participant guide and overheads (visuals) in PowerPoint and PDF formats are included for each module.

In addition, an optional computer-based interactive scenario is available for each module. Each of the scenarios takes the students through financial decisions that face young adults. As students complete each scenario, they are evaluating current knowledge or knowledge learned through the instructional materials and classroom activities. There are no right or wrong answers; students choose the best answer and then see how that decision has affected the characters' financial status. Each scenario takes approximately 10 minutes to complete. The files for the scenarios are included on the instructor-led CD for teachers to download to a network drive or to individual classroom computers.

Upon completion of the MSYA modules, students will have the knowledge and resources they need to:

- More confidently use the services and products of financial institutions such as banks, credit unions, and savings and loans;
- Create and implement a budget;
- Distinguish between "wants" and "needs;"
- Use credit and borrow money responsibly;
- Protect their financial rights and safeguard their money;
- Recognize available options for purchasing a car and paying for University; and
- Determine their readiness to invest and prepare for their future property purchases.

Potential Uses

MSYA may be used to fulfill an urgent, immediate instructional need, or to simply teach a topic in a "preventative" way in advance of a future anticipated need. For example, the curriculum can be used as:

- Part of a required course. Consequently, it would be included in the required curriculum as part of the syllabus, for which the student earns course and grade-level credit.
- Optional material by the instructor in the event of instructor absences.
- A supplement to other relevant material in required and/or elective finance, economics, social studies, mathematics, or business courses.
- An after school elective or school group or club project.

To augment the Money Smart program, the FDIC works with schools, community groups, banker coalitions and non-profit organizations. Over 30,000 copies of MYSYA have been ordered and distributed since its launch in 2008. The FDIC is also actively involved in:

- Promoting awareness of the importance of financial education;
- Increasing access to information about financial products and services;
- Promoting research and identifying best practices; and
- Encouraging banks to establish programs and products that educate children

The Money Smart program's instructor-led curriculum is also available for adults in English, Spanish, Chinese, Korean, Vietnamese, Russian and Hmong, as well as in large print and Braille versions. A self-paced computer-based version for adults in English and Spanish is also available on line and in CD format. Over two million consumers have taken a Money Smart course (for adults) since its inception in 2001. For more information visit: www.fdic.gov/consumers/consumer/moneysmart/overview.html Later this summer, the FDIC plans to release a portable audio format of *Money Smart* suitable for use with mp3 players (e.g. I-pods) -- the *Money Smart Podcast Network*. The Money Smart Podcast Network is designed to accommodate financial learning for individuals "on the go" and will be appropriate for people of all ages.

Future Gov Doc Kids Group resource content – we need your feedback!

Both the Federal Reserve Bank of St. Louis and the FDIC *Money Smart* curriculums are examples of cutting edge, kid-friendly education resources that provide useful information using entertaining, engaging formats and technology. They are just two of the many Gov Doc Kids Group resources available. Visit the Gov Doc Kids Group site at www.scribd.com/CREWFOIA.

Visit the Gov Doc Kids Group wikis (http://wikis.ala.org/godort/index.php/Constitution_Day_Contest_Details_and_Resources) and feel free to contact the authors with suggestions of resources to feature on our sites. Finally, for more information on about our annual ConstitutionDayPosterContest visit www.constitutionfacts.com/?section=postercontest&page=contest.cfm

Tom Adamich is Head of Metadata Services/Gov't Documents Librarian at Muskingum University. Tom is an Ohio-certified School Library Media Specialist and currently President of the Visiting Librarian Service. Contact him at tadamich@muskingum.edu

Martha Childers is the Government Documents Librarian at the Johnson County Public Library in Overland Park, KS. She is a founding member of the Gov Doc Kids Group. She can be contacted at ChildersM@jocolibrary.org

Angelisa M. Harris serves the Federal Deposit Insurance Corporation (FDIC) as its Senior Community Affairs Specialist. She can be reached at AngHarris@fdic.gov

Katrina Stierholz is Director of Library and Research Information Services – Federal Reserve Bank of St. Louis. Her e-mail address is Katrina.L.Stierholz@stls.frb.org

Other Government websites you might find helpful:

The National Archives: Information for Educators and Students: a gateway to resources about primary sources, activities and training for educators and students. Check out "Teaching with Documents" lesson plans. www.archives.gov/education.

Ourdocuments.gov: 100 Milestone Documents from the National Archives: A National Initiative on American History, Civics, and Service that highlights documents that reflect our diversity and culture, providing classroom activities and much more. www.ourdocuments.gov.



By Jennifer Schwelik, Director of PreK-12 Professional Development and Technology, WVIZ Ideastream; Melissa Higgs-Horwell, South Central Ohio Computer Association (SCOCA) Curriculum Integration Coordinator; Gayle Geitgey, Director of Technology and Library Services, Urbana City Schools

Introduction

INFOhio's 21st Century Learning Commons (<http://learningcommons.infohio.org>) was developed to enhance learning, provide a technologically advanced method to access INFOhio electronic resources, and foster a sense of global community and collaboration through a variety of technology and learning methods. The Learning Commons provides an array of resources to help educators understand how learning has changed, adapt teaching methods and discover new ways to inspire students to think critically, solve problems, collaborate, innovate and create. The Learning Commons also supports Ohio joining the Partnership for 21st Century Skills. The Partnership is the leading national advocacy organization focused on integrating 21st century learning into core subjects. This article highlights this unique resource that is a part of the INFOhio website. (www.infohio.org)

"It's no secret that companies look for new employees who are innovative, think critically, and know how to solve complex problems. In Ohio, by arming our students with 21st century skills and knowledge, we're preparing them for the cutting-edge jobs our economy is creating."
—Governor Ted Strickland

"The major question each teacher faces is how can technology help each of the learners in my care move toward excellence? The Learning Commons is the laboratory where the faculty and staff learn and develop their skills in embedding technology to boost learning and achievement." —David V. Loertscher, *The New Learning Commons: Where Learning Wins*

Ohio was the 14th state to join the Partnership for 21st Century Skills, the leading national organization focused on integrating 21st Century learning into core subjects. Since joining, INFOhio, Ohio's statewide cooperative school library and information network, has developed the resources to encourage educators to focus on new technologies students will need to master to be successful.

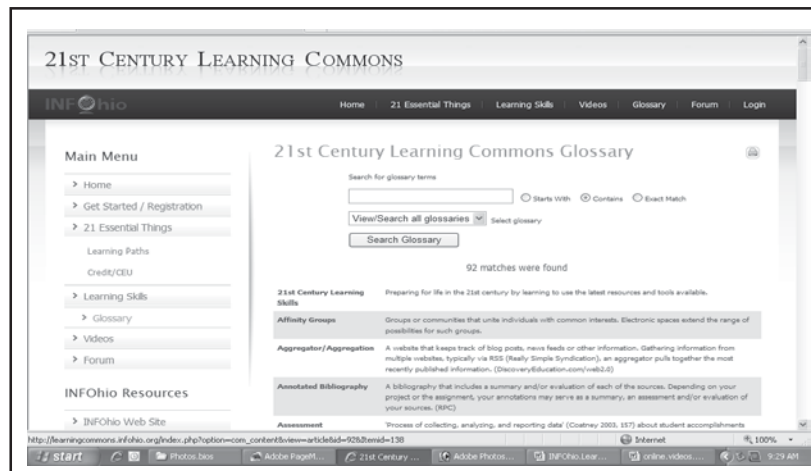
INFOhio's 21st Century Learning Commons is an online dynamic, collaborative environment for all educators, administrators and librarians to explore. It is designed to:

- Enhance 21st century learning skills
- Learn about Web 2.0 tools
- Prepare learners for success
- Provide a technologically-advanced method to utilize INFOhio electronic resources
- Foster a sense of global community through a variety of collaborative technologies and learning methods
- Provide an array of tools and resources to help educators understand how learning has changed, adapt teaching methods and discover new ways to inspire students to think critically, solve problems, collaborate, innovate and create.

A Tour of the Learning Commons.

Here is what you will find when you login to the INFOhio Learning Commons.

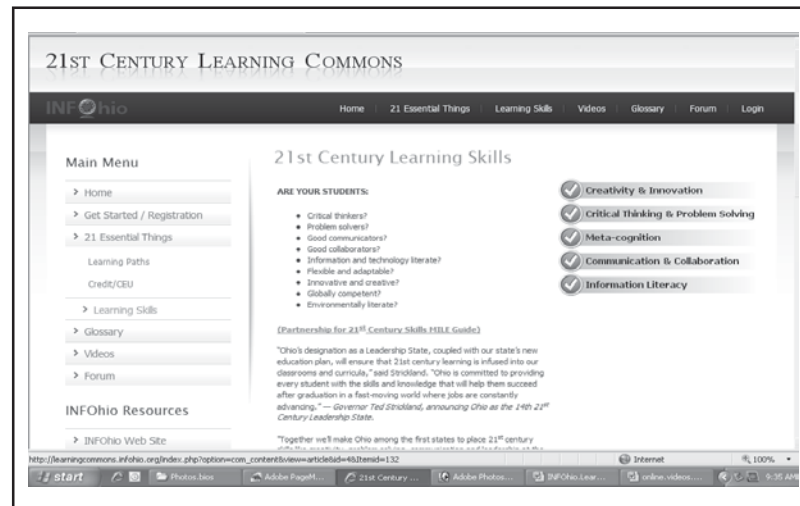
1. **A Glossary that defines 21st century language and terms.** There are three separate glossaries of terms relevant to Web 2.0 technologies, 21st Century skills, and Information Literacy and Research. Each glossary is searchable independently or as a single unified collection of terms.



2. **Online Videos** show how to use the INFOhio resources with an emphasis on 21st century skills. The videos will help you learn more about some of INFOhio's most popular online resources. They are designed to be used independently or for presentations with teachers, students, parents or community members. The videos are included in tutorials to help teachers learn how to use the resources to develop 21st century skills.



3. **Learning Skills** focus on student outcomes with new technologies to help students master the skills they will need to be successful in the 21st century. This section follows the guidelines presented by the Partnership for 21st Century Skills and includes: Creativity and Innovation, Critical Thinking and Problem Solving, Meta-cognition, Communication & Collaboration, and Information Literacy. Each skill is linked to a page with both a definition of the 21st century learning skill and an application of the INFOhio resources to address the skill.



4. **21 Essential Things for 21st Century Success:** 21 simple activities and tutorials. Each "Thing" offers many resources for exploration and experimentation. Focus is on Web 2.0 collaborative tools found in the INFOhio resources and free tools found on the Internet. The "Things" offer the development of a personal learning network. Each "Thing" has six parts presented as tabs for easy navigation.

- **READ** provides essential background information on the topic you are about to explore.
- **DISCOVER** introduces you to content and learning activities
- **GO BEYOND** takes the discovery activity a step further
- **STANDARDS** provides a list of standards in each module and a link to My Learning Path, which outlines the objectives and activities for each module.
- **RESPOND** is the communication section where participants post comments in the online Forum.
- **CREDIT/CEU** offers five different CEU or certificate options to choose from ranging from no credit to college credit.

Professional development opportunities offered by the Learning Commons allows for participation in the self-paced online course entitled *21 Essential Things for 21st Century Success*. You will learn how to integrate 21st century skills into your classroom instruction. You may use these modules without cost for your own learning. If you are interested in [credit](#), there are several options including individual module CEUs, graduate college credit or a 21st Century Skills Certificate with specialization in Media and Information Research. The course is made up of 21 separate modules. Each module includes a [learning path](#) document detailing the purpose, scope, skills and tools covered in the module along with the approximate amount of time to complete the module. These documents may be used by individuals to present to their district LPDC committee.

INFOhio grew up! This ain't your momma's INFOhio. WOW! INFOhio has improved quite a bit since I last perused it..." *21st Century Learning Commons member.*

Register for Free Today!

Registration is **free**. As a registered member of the INFOhio 21st Century Learning Commons community you:

- Gain access to all member areas so you can explore and discover at your own pace
- Unlock all *21 Essential Things* so you can complete it for fun or optionally earn CEUs, certification or graduate college credit
- Have the opportunity to network and collaborate with other Learning Commons members and site facilitators
- Prepare yourself to inspire students to think critically, solve problems, collaborate, become innovative and creative by using the extensive online collection of K-12 resources provided by INFOhio.

Explore [INFOhio's Learning Commons](#) and join us in our mission to enhance 21st century learning. Check back frequently as this learning commons grows into a unique center of inquiry learning and an environment where everyone can access, manage, and produce and share information and resources for the 21st century.

INFOhio is a learning tool for all Ohio K-12 students and educators provided by state and federal funds. It offers a large online collection of educational resources that includes images, videos, popular magazines, newspapers, scholarly journals, encyclopedias, audio and e-books, as well as content in multiple languages. These resources help students develop 21st century thinking skills, virtual collaboration skills, and new methods of self-expression. For more information about **INFOhio** go to www.infohio.org. **Keep up with the latest by following INFOhio on [Twitter](#)**



Gayle Geitgey is and OELMA Past President, a liaison for the INFOhio Users Council, a conference presenter and an adjunct instructor for Wright State University. She was the assistant director for the Ohio Study of Effective School Libraries and worked closely with Dr. Ross Todd and Ann Tepe to design the Evidence-based Practice Modules for OELMA.



Melissa Higgs-Horwell was a former school librarian at Pickaway-Ross Career Center in Chillicothe for 24 years and also served as Technology Coordinator for the last 5 of those years. She recently retired with 35 years in education after serving 8 years as Distance Learning Coordinator at the SCOCA ITC. She is the 2008 OELMA Award of Merit winner and is currently working as a consultant for INFOhio.



Jennifer Schwelk has been an educator for over 35 years and a high school Library Media Specialist for over 30 years. Jennifer assisted in developing the 21 Essential Things for 21st Century Learning. She has recently joined WVIZ Ideastream as the Director of PreK-12 Professional Development and Technology.

How to Look on the Upside When You are Being Downsized

By Beth Barnes, Certified Library Media Specialist, substitute teacher and tutor.

Here it is! The news you were dreading: you've been downsized. This news can be relayed to you by means of memo, email, personal contact or phone. However you receive the news (even if you have been anticipating it for a day, week, month or even a year) it can put you into a state of panic and shock. I should know. It has happened to me twice within a five year period. The first time, I lost my job for "political reasons" i.e. the job had been promised to someone else before I ever came along. The second time, the district passed a levy to build a new grade 6-12 building and decided to have just one librarian.

Jobs are eliminated every day due to budget cuts, reduction in student population or just plain politics. However it occurs and for whatever reason, it is still painful and many of us take it personally. But after you've cried for two hours and eaten two banana splits, the big question is: where do you go from here?

1. First, take a deep breath. Remind yourself that you are still the same wonderful person (and librarian) that you were before all of this happened.
2. Next, make a list of contacts. Grab the rolodex, email addresses and even the Christmas card list. Everyone is fair game. Haven't spoken to your principal from 3rd grade in fifteen years? This is a great time to reconnect, even though he may be retired. After all, it's not what he knows, but who he knows! And, weren't you always one of his favorite students? The same applies to former teachers, fellow librarians, school board members, college classmates and parents of your students. Spread the word. It's okay--you aren't running for Vice-President, you are just looking for a job.
3. Network/Do Volunteer Work. Been too reclusive? Now is the time to mingle! Accept every single social invitation that you can. Volunteer at that church social, animal shelter fundraiser, or book fair! Introduce yourself. Any event that gives you contact to individuals that are in a position to hire is worth giving your attention to. When volunteering, make a special effort to learn that skill that you have always wanted to learn. It looks great on a resume and could land you a job! One of the major skills that I have learned through volunteerism was how to recruit volunteers and raise money. Since librarians are always needing funds for the library, this was an extremely valuable trait! Also, I was very fortunate as I had been heavily involved in the community for many years as a volunteer before I was downsized so the opportunities and support system were there to help me get through a difficult time.

4. Freshen up your resume. I can already hear the groaning! Whether you have been a librarian for one year or twenty, this needs to be done on a consistent basis, whether you are looking for a job or not. After all, librarians are extremely multi-tasked and you need to record all those different tasks you do each and every day. These skills need to be reflected in your updated resume. Not quite certain how to create a resume that helps you “shine?” Start with these excellent resources:

- √ Read “Resume Solutions” a.k.a. “Dear Sam” in the Columbus Sunday Dispatch. Written by Samantha Nolan, it features different kinds of employment resume issues each week. She also has a web site: ladybug-design.com which details all of the services that her company can provide for a nominal fee.
- √ If you have a limited budget and can't afford the “BMW” of resumes, visit your friendly public library to see if they have these excellent books in stock (and while you are there, get acquainted with the library staff and check out what jobs they have available):

“101 Grade A Resumes for Teachers” (paperback) by Rebecca Anthony. Highly recommended!

“The Resume Handbook: How to Write Outstanding Resumes and Cover Letters for Every Situation,” by Arthur D. Rosenberg

“101 Best Resumes: Endorsed by the Professional Association of Resume Writers.”(paperback)

All three titles are also available at Amazon.com for under \$10.00.

- √ For inspiration, ask your friends and colleagues for examples of resumes that have been “winners” for them.
- √ Be sure your resume looks professional. Printing it on high grade resume paper gives it that “polished” look. The goal is for your resume to stand out and catch an administrator's eye enough for him or her to pick up the phone and call you for an interview.

5. Go back to school. When I was downsized the second time, I was commuting 120 miles round trip to the Snow Belt and gas was \$4.50 a gallon. Rather than thinking, “poor me,” I returned to school. For several years I had wanted to get another endorsement, but wasn't quite certain what I wanted to do. Now, I had the time and the opportunity so I enrolled at Ohio Dominican University where I completed course work in May, 1998 for a Reading K-12 endorsement and in August, 2009, completed coursework for an ESL (English as a Second Language) endorsement at Capital University. It was one of the most uplifting experiences of my life and reminded me why I went into education in the first place. I also went to work as a substitute teacher (something I still do today) so that I could have daily contact with children and other teaching professionals. In addition, I work for an in-home tutoring company, tutoring low income students in such subjects as reading and math, grades K-12.

6. Take care of yourself. Being unemployed can be stressful, especially if you are the “bread winner.” Rise at the same time each morning, eat a healthy breakfast and get dressed. Go to bed at the same time you did when you were employed full-time. Search for one new job every week. Take walks. Visit family and friends and laugh. A lot! This “situation” will not last forever, but you will.

Good Luck! And, oh yes...if you hear of any terrific jobs out there, call me!



Beth Barnes received a B.A. in Library Science and her K-12 certification from Ohio Dominican University. She is certified in Library Science, Reading and ESL. Beth worked for 14 years as a library media specialist and is now working as a substitute teacher and a reading tutor.



Has Your School Library been Impacted by a Natural Disaster?

APPLY TODAY

Has your school library incurred substantial damage or hardship due to a natural disaster such as a tornado, earthquake, hurricane, flood, avalanche, mudslide or fire?
We can help you. Apply today.

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For more information, please visit
www.ala.org/aasl/disasterrelief

News & Notes

CALL FOR CANDIDATES

If you believe that libraries change lives, now is the time to become even more involved in support of that belief. The Nominating Committee is seeking nominations for enthusiastic members with new ideas. Your voice makes a difference in the future of your professional organization. Submit the name of an OELMA member (including yourself) that you feel has the qualifications to help run your organization.

Join colleagues from across the state to take advantage of this great professional development opportunity by becoming involved. Expand your borders. Get involved by running for an office or regional director. Your expertise is needed to help mold the library profession for the 21st century workplace. Only through effective advocacy, innovative learning, and successful networking can the organization continue to grow with your help.

If you don't take the time, who will?

If you are interested in learning more, contact Nominations Chair, Krista Taracuk, at ktaracuk@columbus.rr.com

2010 CONFERENCE

PLAN TO ATTEND THE OELMA CONFERENCE, FORGING THE FUTURE

WHEN: OCTOBER 20-21-22, 2010

WHERE: COLUMBUS CONVENTION CENTER

Your 2010 Conference Committee has been hard at work planning the 2010 OELMA Conference: FORGING THE FUTURE, to be held at the State Library of Ohio and in Columbus at the Convention Center on Wednesday, Thursday and Friday, October 20-22. Our goal is to provide an over-abundance of great sessions, so that every attendee wants to come back for more.



ENVIRONMENTAL LITERACY: In an attempt to be economical and environmentally friendly there will be **NO** print copies of the full program available at the conference. Please plan on bringing all program materials with you.

News & Notes

2010 CONFERENCE

CONFERENCE NOTES: Non-attendees will **NOT** have access to the online handouts and presentation material after the conference, so save the dates and plan to attend for great professional development.

AUTHOR SESSIONS/AUTHOR PALOOZA: The Author Committee, chaired by Brenda Gehm and David Hogan, has contracted with David Diaz, Sharon Draper and Jack Gantos and our main speaker will be author, Allison Zmuda, so add her book, Librarians as Learning Specialists: Meeting the Learning Imperative for the 21st Century Libraries (Libraries Unlimited) to your professional reading list! She is also the featured speaker at the ALA conference in June as well as the speaker at other state conferences.

Author Palooza, chaired by Liz Deskins, will be held on Thursday evening of the conference and will include, but is not limited to, the following authors: Andrea Cheng, Michelle Houts, Linda Stanek, J. Patrick Lewis, Edith Pattou, and Lisa Klein.

If you are not seeing an author that you requested, please remember: Questions are always raised about the authors and suggestions offered, but we are not always able to accommodate all of your requests for a variety of reasons. For example, Jodi Piccolt charges \$25,000 (yes, you read that correctly!) per day plus daily expenses. Author fees for the 2010 conference are \$12,000 plus daily expenses for the following authors: Sharon Draper for two sessions and the Author Palooza; Jack Gantos for two sessions and the Author Palooza; David Diaz for two sessions and the Author Palooza, and

We have accommodated presenters who have requested certain time slots. Examples include Dr. Brodie and Dr. Byerly who wanted back-to-back sessions on Thursday morning; Sharon Draper who requested the two afternoon slots on Thursday; Jack Gantos who requested Friday, etc.

VENDOR COMMITTEE: If you would like to help contract with vendors, please contact the vendor committee chair Karen Wallis at karen.wallis@wchcs.org

PRE-CONFERENCE SESSIONS

Two pre-conference sessions will be offered on Wednesday, October 20th at the State Library of Ohio: INFOhio Resources and Using TRAILS to Guide Instruction, Leverage Collaboration and Infuse 21st Century Skills in Education.

INFOhio Resources: Change to today's classroom is coming through sustained, job-embedded, collaborative professional development that promotes new models for teachers and learners. Are you ready to have a 21st century library with 21st century resources? This preconference session will demonstrate how to utilize the INFOhio resources to create authentic and student engaged research activities that develop a deeper understanding of the content while acquiring communication, critical thinking, information, media and technological skills. These resources will help students meet or exceed the state standards while developing 21st century skills. Presented by Theresa M. Fredericka with INFOhio Team.

News & Notes

2010 CONFERENCE Cont'd

TRAILS: Trails is freely available on the Web with only a simple registration required. The Tool for Real-Time Assessment of Information Literacy Skills (TRAILS) measures students' information literacy skills grades 3-12. Participants in this hands-on preconference will:

1. Create and use a TRAILS account.
2. Learn how to manage student assessments
3. Create an Information Literacy Plan that includes the new AASL "Standards for the 21st Century Learner" and includes collaboration with other classroom teachers and librarians.
4. Learn how to use the TRAILS evaluation tools to assess changes in student learning and create tools to make instructional changes based on the TRAILS testing results.
5. Design a plan for promoting their work with assessment and instructional change building 21st Century Student Success. Appropriate grades 3-12.



2010 Conference Authors/Illustrators & Speakers



- **Jack Gantos** – Jack Gantos has written books for children in elementary school through high school. Popular series include The Joey Pigza Books, The Jack Henry Books, and The Rotten Ralph Readers. He won a Printz Honor Award and Robert F. Sibert Honor Award for *Hole in My Life*. Jack Gantos continues to write, and he is also known nationally for his educational creative writing and literature presentations.
- **Sharon Draper** – Sharon Draper has written books for children in elementary school through high school. She has been honored as the National Teacher of the Year. Sharon Draper is a five-time winner of the Coretta Scott King Award and is also a New York Times bestselling author.
- **David Diaz** – David Diaz has illustrated books and book jackets for children in elementary school through high school. He was awarded the Caldecott Medal in 1995 for *Smoky Night* by Eve Bunting. *The Little Scarecrow Boy* by Margaret Wise Brown and illustrated by David Diaz was the New York Times Best Illustrated Book for 1998.

News & Notes

2010 Conference Authors cont'd

- **Allison Zmuda** – Allison Zmuda began her career as a public high school social studies teacher in Connecticut. She currently presents at workshops and conferences in the United States, Canada, Japan, and Russia. Her books include *Librarians as Learning Specialists: Meeting the Learning Imperative for the 21st Century* and *Transforming Schools: Creating a Culture of Continuous Improvement*.

Join us on October
20-22, 2010
at the Columbus
Convention Center
to see these award-
winning authors.

Sharon Draper



David Diaz



Jack Gantos



Allison Zmuda



NEW & Noteworthy

The Day I Hit a Home Run:

A zany tale of a baseball player living the American dream



Dr. Paul Mullen, a great advocate for children and for literacy, writes picture books for younger students and sports chapter books for grades 3-8. Dr. Mullen has now partnered with the Cincinnati Reds for the book ***The Day I Hit a Home Run at Great American Ball Park*** and will have the Cincinnati Reds' mascot, Gapper, accompany him on his speaking engagements in Ohio. In addition to the local YA baseball book, he now has available ***A Birthday Wish*** for pre-K to grades 2. Julie Andrews'

NEW & Noteworthy

daughter edited the book and has agreed to edit the picture book series. His literacy campaign is about getting him in front of students to help inspire them to believe in dreams and why reading the American Dream Series books will help to engage students in reading for educational success. Dr. Mullen has spoken to 100,000 school students and will be speaking in China in 2011.

He speaks to pre-k to grade 2 for 30 minutes and grades 3-5/6 for 45 minutes. Gapper is present at both speeches. He doesn't charge any reading fees, zero traveling expenses, etc. He individually signs each book purchased with its own unique inspirational message and gives away a few ESPN X Games t-shirts at each school. To help offset his and the Reds mascot's expenses, schools try to sell 50 books per school. He provides the order form and book flyer with front cover and brief descriptions for the books available for sale.

Mention that you are a member of OELMA. For more information, see the ad in this issue or go to the website www.thedayihitahomerun.com/newsletter.html.



Engineer Your Life (EYL) is a multimedia website that offers FREE resources you can use to spark girls' interest in engineering.

EYL is a national campaign to break down stereotypes about engineering and encourages college-bound girls to consider it as a career option. The EYL website, EngineerYourLife.org, features ten great reasons to become an engineer, streaming video of inspiring women engineers, descriptions of dream engineering jobs, and advice for parents, educators, and engineers on how to talk to girls about engineering.

- Share www.EngineerYourLife.org with students, parents, teachers and counselors.
- Order FREE brochures/postcards by sending an email to feedback@engineeryourlife.org.
- Present EYL videos of inspiring women engineers to students and parents.
- Incorporate EYL into your career exploration programs and curricula.

If you have questions or would like additional information about EYL, contact feedback@engineeryourlife.org

NEW & Noteworthy



School Library Impact Studies

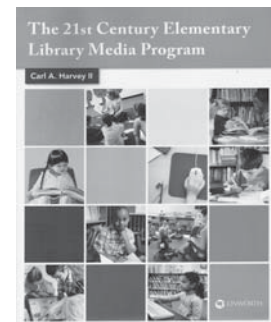
www.lrs.org/impact.php

The Library Research Service generates library statistics and research for library and education professionals, public officials, and the media. LRS reports and analyzes statistics on school, public, and academic libraries, and conducts studies on major library issues. LRS is a unit of the Colorado State Library, which is an office of the Colorado Department of Education. Additionally, LRS works in partnership with the University of Denver Library, Morgridge College of Education, Library and Information Science Program.

The 21st Century Elementary Library Media Program

by Carl Harvey II. Linworth Publishing, 2009. 155 p. \$35.00.

Written by Carl Harvey II, 2011-2012 President of the American Association of School Librarians, **The 21st Century Elementary Library Media Program** offers a historical perspective, and then moves into chapters on People (principals, teachers, school boards, networks, advisory committees, etc.), Communication (face-to-face, web, video, etc.), Curriculum and Instruction, Programming, Information and Technology (automation systems, web 2.0 applications, policies and procedures, etc.), Library Administration (policies and procedures, facilities, planning, data collection, etc.), Budget, Collections, Advocacy, and Leadership. Much information to help new school librarians better see their role and to reenergize established school librarians.



Worksheet Works

www.worksheetworks.com

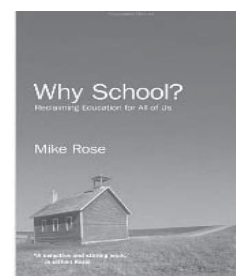


A library of quality paper-based teaching materials for teachers and parents for a wide variety of educational purposes in mathematics, geography, English language and much more. The worksheet modules are useful, valuable and effective in everyday classroom and homeschooling situations.

Why School? Reclaiming education for all of us

by Mike Rose. New Press, 2009.

Picked by Bill Moyers as one of the "must reads" of 2009, Moyers calls Mike Rose "one of our most exciting thinkers about education in the lives of marginalized people." Rose explores the core principles that ought to guide education and challenges today's focus on testing and economic competition. He also reminds us of the broader purposes of school: the intellectual, social, civic, and ethical development of individuals.



NEW & Noteworthy

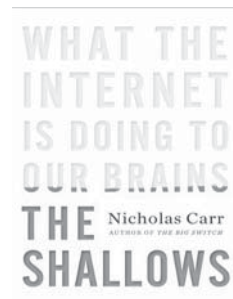
Productive Groupwork: How to Engage Students, Build Teamwork, and Promote Understanding by Nancy Frey, Douglas B. Fisher, Sandi Everlove



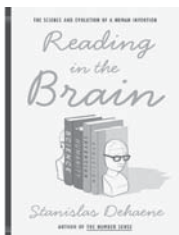
Published by the Association for Supervision and Curriculum Development (ASCD) in 2009, this book describes how to align research-based principles with practical classroom actions--not a new concept, but one which is difficult to use to full potential as a learning strategy. The authors explain how to create the right circumstances for group learning so that students build on one another's understanding and end up knowing more than they would have working alone.

The Shallows: What the Internet Is Doing to Our Brains
by Nicholas Carr. W.W. Norton, 2010.

The ability of the brain to change with learning is what is known as neuroplasticity. Brain research has proven that the brain responds to the mind. The power of neuroplasticity can generate significant positive change in stroke-damage and in obsessive-compulsive disorder. In addition, research is also showing that the use of the internet is changing the way people read and process information by changing our ability to concentrate. Author, Nicolas Carr, posed the question, "Is the Internet making us stupid?" in a celebrated cover story in the July/August, 2008, issue of *Atlantic Magazine*. Carr asks if we are capable of deep reading anymore or does the multi-tasking we do while surfing the net impede the sort of comprehension and retention that is the core of education. This book expands that article with the latest research. A provocative read!

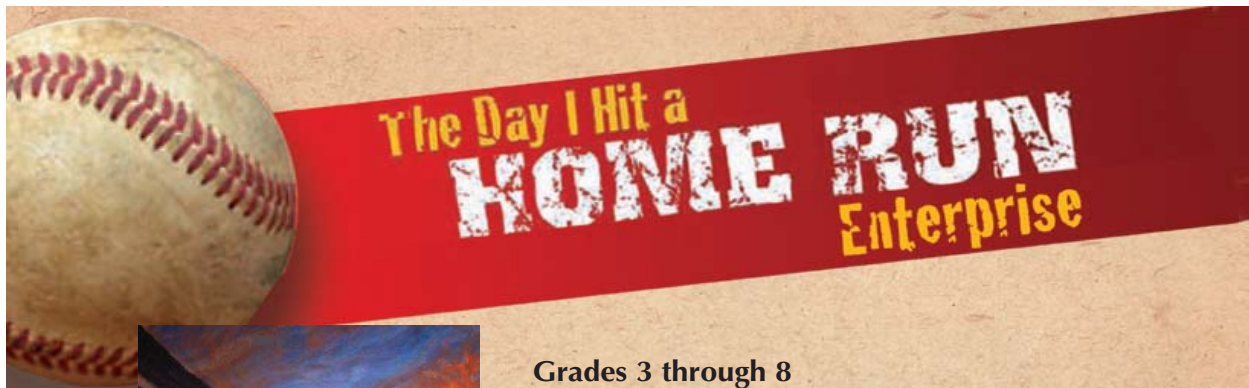


Reading in the Brain: the science and evolution of a human invention by Stanislas Dehaene. Viking, 2009.



We take the act of reading for granted but the circuitry of the brain that allows us to translate the black marks on the page into intelligible messages requires a complicated partnership of eye and mind. Dehaene, a cognitive neuroscientist, explains how man acquired this skill so that the non-scientist can understand. He "explores what he calls 'the reading paradox,' that our brain is the product of millions of years of evolution in a world without writing, so how does it adapt to recognize words and symbols?"

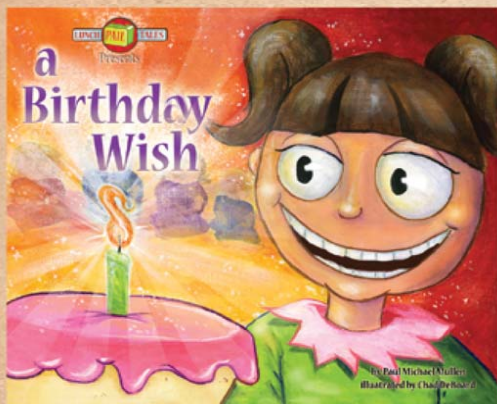
NEW & Noteworthy



Grades 3 through 8

Michael "Fuji" Powers is a lovable kid from Cincinnati whose team overcomes unbelievable odds to give Fuji—an average ballplayer—his chance to become a local hero when it's his turn to step up to the plate. Filled with zany tales, pick-up baseball games, and many other touching scenes will keep you reading at the edge of your seat.

American Dream Series



Pre-K to grade 2

Mrs. Thilopolis' first grade class gather round to celebrate Sousa's birthday. Before lighting Sousa's birthday candle, Mrs. Thilopolis asks her newest pupil if she has a birthday wish. However, Sousa doesn't have any wishes. The rest of the class then tell Sousa their birthday wishes. When it is time for Sousa to finally blow out her birthday candle she cleverly wishes all her fellow students' wishes will come true. The magical adventure begins and leads to unanticipated consequences and reminds the children that they should be careful what they wish for.

The Day I Hit a Home Run Enterprise is a full-service publisher with an editorial and illustrative staff who have created several NY Times bestselling children's books. Ingram and Baker & Taylor distribute their books to bookstores and books can also be purchased online through Amazon.com or www.thedayihitahomerun.com. For a press release of upcoming events contact Scott Lorenz of Westwind Communications at scottlorenz@westwindcos.com. You may also contact Dr. Mullen at 513-290-2189 or at mullenmike122@yahoo.com.

NEW & Noteworthy

Making Curriculum Pop: a forum where teachers can share resources to reinvent our core curriculum



A resource sharing community for educators interested in best practices and teaching with/about pop culture. Created by Ryan Goble, an adjunct professor at Aurora, Roosevelt and Benedictine Universities in Chicago who has also worked as a curriculum coordinator and new teacher coach at a high school in the South Bronx, NYC. MC POP is a forum where teachers can share resources to reinvent core curriculum and the larger dialogue on public education. So if you use popular and common cultures to reflect, refract, refocus and reinvent your core curriculum, MC POP is the place for you.

<http://mcpopmb.ning.com>

The Top Fifty Librarian Blogs

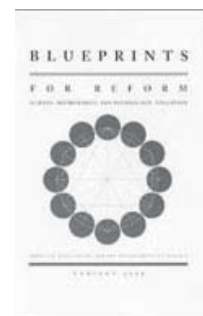
Librarians are sharing their thoughts and musings all across the blogosphere. Check out some of the most popular library-related blogs at

www.getdegrees.com/articles/career-resources/the-top-fifty-librarian-blogs



AAAS's Project 2016 works to make all Americans literate in science, math & technology

The American Association for the Advancement of Science (AAAS) founded Project 2061 in 1985 to help all Americans become literate in science, mathematics, and technology. With renewed attention on national science standards and science testing, Project 2061 has been participating in a number of policy-related efforts in which science educators are collaborating to explore such issues as connecting science education research to education policy, developing common core standards for science education, and preparing K-12 science teachers. Visit the Project 2016 website to keep current on efforts to reform curriculum, instruction, and assessment in science, mathematics and technology. Visit the Project 2016 electronic newsletter website (www.project2061.org/publications/2061Connections/2010/2010-03a.htm) to read the AAAS publication, **Blueprints for Reform**, which presents summaries of a dozen papers prepared by experts on aspects of the education system that must change to make Project 2061's vision of science literacy for all students a reality.



News & Notes

People in the NEWS

Ohio Senate recognizes INFOhio for 20 years serving Students and Teachers:

*State-of-the-Art Virtual Library and Information Network Prepares
Students for the 21st Century
and Debuts Learning Commons Site*



Do you remember what it was like to turn 20 and no longer be a teenager? This is happening to INFOhio in 2010, and we are celebrating our **first Two Decades of Service to Ohio's K-12 Students, Parents and Educators!** The Ohio Senate approved a resolution recognizing INFOhio, and an official presentation was made during a meeting of the Senate Education Committee on March 9, 2010.

Senate Resolution 163, adopted in February by the full Senate, was presented to INFOhio Executive Director Theresa M. Fredericka and other INFOhio leaders during a Senate Education Committee meeting on March 9 by committee chair Gary Cates (R-West Chester).

Fredericka expressed appreciation to the Senate Education Committee for "recognizing the efforts of the INFOhio community to improve instruction and learning in our state. The past two decades have been exciting and rewarding, especially the many expressions of thanks we have received from students, parents and educators. The INFOhio delivery model is an efficient and effective way to deliver statewide services to all Ohio students and educators. We think no other state does it better," she said.



Accepting the Senate resolution with Fredericka were Donna Davis Norris, Co-Chairperson, INFOhio Governing Board, and Assistant Director, SouthWest Ohio Computer Association (SWOCA); Bruce Hawkins, Chief Executive Officer, Management Council of the Ohio Education Computer Network; and Sarah Thornbery, School Librarian, Springboro Junior High School, and 2010 President of the Ohio Educational Library Media Association (OELMA).

News & Notes

People in the NEWS

2010 OELMA Award Winners

Administrator-of-the-Year Award

Matthew S. Rugh

Principal
Van Buren Middle School
Kettering City Schools

Award of Merit

Christine Findlay

District Media Services
Coordinator
Tower Heights Middle School
Centerville Schools

OELMA Scholarship

Melissa Chan

Wright State University
School Library Media Program

Intellectual Freedom Award

Charles G. Steinbower

Library Media Specialist
Ohio Dept. of Youth Services
Scioto Juvenile Correction Facility

OELMA/Follett Library Resources School Librarian-of-the-Year Award

Joanna H. McNally

Librarian
Brush High School
South Euclid-Lyndhurst Schools

J. Allen Oakum Scholarship

Andrew Robitaille

Instructional Technology Teacher
Jackson Local School District
Graduate Student,
Kent State University School of
Library & Information Science

2010 Library of Distinction Award

School Category

Evamere Elementary School

Hudson City Schools

2010 S & A Committee

Vicky Schmarr, Chair
Marie Sabol, Past President
Erin Cassaro, Central
Marilyn Waite, Northwest
Ashley Lambacher, South
Sue Rahn, East



JOIN TEAM OELMA!

The Ohio Education Library Media Association (OELMA) serves more than 800 innovative information professionals in Ohio's schools. It is the premier organization for teacher-librarians within the state of Ohio, an organization dedicated to professional development, student literacy and achievement, and technological excellence in Ohio's schools. OELMA offers

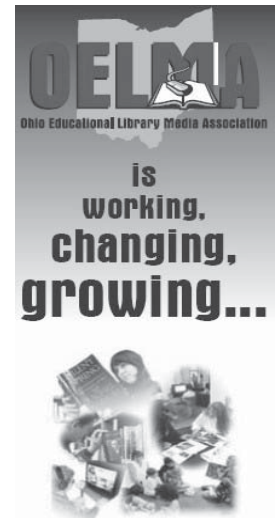
LEARNING OPPORTUNITIES with depth, richness, and meaning to help information professionals stay on the cutting edge of issues affecting Ohio's school libraries and at the same time allow members to become indispensable contributors to their students' and administrations' success. Members receive reduced rates for the annual Conference and all regional workshops.

SUPPORT for our members' efforts to implement guidelines and standards through educational programs, publications, and our network of state affiliate organizations.

ADVOCACY by promoting and strengthening members through learning, advocacy, and networking initiatives.

COMMUNICATION. OELMA offers several ways for you to communicate with your colleagues:

- The **OELMA Website**- designed with your professional needs in mind--the starting point for finding out what OELMA offers.
- The **OELMA Listserv** - a "virtual" community connecting our members and providing a casual, electronic discussion forum that allows members to ask for help and share ideas and expertise.
- **OELMA News** - a newsletter filled with association as well as industry news, produced three times a year.
- **Ohio Media Spectrum** - a professional journal filled with interesting and timely articles for teacher-librarians.
- The **OELMA Blog** - a forum for discussing cutting edge issues and getting feedback from other OELMA members.



Come join the team!

Mark Your Calendars!

✓	October 20-22, 2010	OELMA Annual Conference	Columbus, OH
✓	October 22-23, 2010	OCIRA Conference	Kent, OH
✓	November 5-, 2010	AASL Fall Forum 2010	Portland, OR
✓	January 7-11, 2011	ALA Mid-winter Meeting	San Diego, CA
✓	Jan. 31- Feb. 2, 2011	eTech Conference	Columbus, OH
✓	June 23-28, 2011	ALA Annual Conference	New Orleans, La.
✓	October 26-30, 2011	AASL 14th National Conference & Exhibition	Charlotte, NC



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