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Library Education and Development Newsletter, Volume 4, Issue 2

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L.E.A.D.

Library Education and Development Newsletter

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Advice from the Frontlines:

Rene Nuss

School Librarian

*Northside Elementary School
Nebraska City Public Schools*

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*In your capacity as a professional
librarian, what aspects of your job bring
you the most joy?*

Getting children excited about books and authors. I love it when a student comes to me with a request for a certain book or author. Their eyes shine and their feet shuffle.

Reading to students. I adore picture books. Students not only get absorbed in the story but also the pictures. Books are gorgeous. They fill your senses.

Having a student publish their work in the Computer Lab. When a teacher comes to get her class and the students yell to their teacher come look at my picture or wait until you see my picture.

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(Nuss cont.)

Please discuss one personal characteristic that you feel has contributed to your success as an Information Professional.

I am a pleaser. I love working with people trying to figure out what someone wants or needs. Teachers and students are my main concern while on the job. I want my students to be successful. I want my teachers to have all that they need to teach. I am also very curious about student learning and passionate about books. My job puts me in a position to help students become literate. My job puts me in a position to encourage students to love reading and books.

What one issue should future librarians be prepared to address?

When I started my job I was somewhat surprised and the amount of administrative work needed to manage a Library. I have to manage my Library staff. I have to oversee a large budget. I play the liaison role between administration, teachers, parents, and Library staff.

I am responsible for several Computer Labs along with teacher machines. Every computer in my schools gets used all day long. They must be operating, if not it is my job to see they get fixed.

In our coursework we often discuss the importance of collaboration. Can you share with us an instance of successful collaboration?

The Music teacher, Meri Meredith and I, work together to create *Fun Fridays*. We plan a 65-minute period for 50 students. We use

literature, art, and creative group work. We start by playing music and then reading a book as a duet, acting out different parts as we read. As a large group we discuss the story and then explain the group activity. We give an example of or demonstrate what our expectations for the groups are. We place the students into groups of 3 to 4 to work on the activity. These learning experiences have been truly a rewarding experience for the students, Meri, and me.

Here are brief descriptions of a few of the *Fun Fridays* we have done.

Book: *Animals Should Definitely Not Wear Clothing*, by Judi Barrett

Songs: Animal Fair (102 Camp Songs CD)
Danced to The Chicken Dance to close the period

Group Activity: Create a type of clothing for the stuffed animal your group chose. Write a sentence to go with your creation.

Example: An owl should definitely not wear tennis shoes because their talons would stick right through. Present to the whole group the clothing your group designed, placed on your stuffed animal, and read the sentence. A _____ should definitely not wear _____ because _____.

Books: *You Read to Me and I will Read to You*, by Mary Hoberman and

Giraffes Can't Dance, by Giles Andreae

Song: Kitty Cow By: Rick Scott & Valley Hennell (<http://freesongsforkids.com>)

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(Nuss cont.)

Group Activity: The students are placed into groups of three. They will select a song to dance to. They will practice their dance and animal moves and decide as a group what they will do. They will move to a rhythmic beat of 4.

They will perform their dance and animal moves in front of the whole group.

Book: *Jungle Drum*, by Base Graeme

Song: Gina the Hyena By: Geof Johnson

(<http://freesongsforkids.com>)

Group Activity: We talk about rhythms and demonstrate several. Each group will have 2 drummers and 2 music interpreters (dancers/actors). The group will create a rhythmic drum song to play and a dance/act to perform at the same time. They will perform in front of the whole group.

On a lighter note: When the workday is done, what do you like to read?

My favorite genre is Historical Fiction. Right now though, I am reading young adult literature. This year I have a new challenge, I will be at 2 schools; Northside (K, 1, 2) and the Middle School (6, 7, 8). With this move I need to become aware of what is popular with 11 to 14 year olds. I have enjoyed this change to older students and love the young adult literature. Last spring I was a *Hunger Games* fanatic and had everyone reading the books. I just finished *Mockingjay* and was entranced by the series. I also like to read biographies dealing with women in history that survive awful times in China, Japan, United State, and elsewhere.



Rene Nuss teaching keyboarding skills.



Rene Nuss reading to her students.

Thank you, Rene, for sharing your professional insights.

Student Spotlight: Kimberly Rothgeb ***University of Nebraska Medical Center & Library Science Undergraduate Student***

What is your education / library/experience background?

I earned an Associate Degree in Architectural / Industrial Drafting and Design, with an Occupational Specialty Degree in AutoCAD (AAISD), almost 20 years ago. After working as a designer and moving from Omaha to Kansas City to Denver, my husband and I moved back to Omaha to be family teachers at Boys Town. After that great experience, I finally landed at UNMC where I am currently a secretary for the Nebraska Public Health Lab, while I work on my Library Sciences degree.

What is on your reading list? What are your favorites? Your recommended? Your want to read lists?

How to answer this? I am one of those people who read cookbooks like they are novels. Currently I am working my way through a list of the top 100 books to read before you go off to college, one of which is *The Celebrated Cases of Sherlock Holmes by Sir Arthur Conan Doyle*. I just started reading *The Briton and the Dane by Mary Ann Bernal (Omaha author)*. I have too many favorites to mention but a couple of them are *My Day - The Best of Eleanor Roosevelt's Acclaimed Newspaper Columns* by Eleanor Roosevelt and *Loving Frank* by Nancy Horan.

What professional journal or article have you read and would recommend? Why?

In this realm of the digital world, there so many journals/articles at our fingertips that is hard to choose just one. Though it may not be considered a 'professional journal', one of my favorite web sites is www.librarything.com. This site lets people rate their favorite books and authors. It is a great way to see what people are reading. There are also great discussion groups, including one for librarians. Some of the discussion threads on the librarian group are so funny but there are also some discussion threads where 'shop talk' is going on. What a great way to get a question answered or just throw around an idea.

What do you do in your "down time"? Do you have any hobbies? How do you relax?

My husband Doug and I have 2 boys, Jesse (18) who is a freshman at Creighton, and Matthew (10) who is in 5th grade. Beyond being a sports mom (Jes plays lacrosse and Matt plays football), I also volunteer weekly with the Boy Scouts and the American

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(Rothgeb cont.)

Legion Auxiliary. With working full time, family/volunteer commitments, and being in school, there is little time to relax. When I do get a chance to relax, I love to cook, quilt for my church, go geocaching and travel.

What deep dark secret would you like to share?

I am a closet Harlequin romance book reader, especially the historical or mystery series. There are times when I need a book that I don't have to 'think' through. As hectic as my life can be, that can be a good thing sometimes. Plus, the guy and girl always end up together in the end. I am such the hopeless romantic.

Name one of your personal or professional qualities that will make you a leader in 21st century library and information centers?

The ability to jump. By that, I mean the ability to take that leap to explore something new. In order to do that, you need to be able to loosen your hold of the thing that 'works' and maybe see and try things from a different perspective. Although this is hard to do, I try to remember to do this. I feel that it gives me the ability to try new things that I wouldn't otherwise.

What advice do you have for other students who are currently enrolled in Library Science studies?

Find your passion in what you do. There is nothing worse than going to work and doing something that you don't enjoy. I have found

that when you find your passion, the rest will come easily.

What do you see as key future trends and challenges for Library Information Specialists?

Even more so now, trying to meet the needs of all of the patrons will be a challenge. I think now, more than any other time, have libraries had such a huge difference between patrons. We have older patrons who have no or little comfort with technology in any form. We have baby boomers that are comfortable with a computer but maybe little else with technology. We have teens and young adults who have never lived a world without the internet. As librarians, we will need to remember all facets of this and do our best to find ways to accommodate everyone's needs.

What do you think will be your legacy in this profession?

Honestly, I don't know what my legacy will be. Hopefully it will be that I was the librarian that was quick to smile and could come out from behind my desk to help. Maybe I will be the Danica Patrick of the bookmobile world. Who knows what the future will hold. Hopefully I can do all of this without too much 'shushing'.

Thank you, Kimberly, for taking the time to share your talents and your ideas!

Announcements:

Scholarships, Registration, Comprehensive Exams, Graduation

Scholarship Opportunities:

Nebraska Library Association

The NLA established the Louise A. Nixon Scholarship Fund to provide \$1000.00 to any Nebraska student in pursuit of a Master's Degree in Library/Information Science, or a Master's Degree in a media program that meets the ALA/AASL curriculum guidelines. The \$250.00 Duane Munson Scholarship is available to help practicing librarians and paraprofessionals to gain additional library-related education and training. For submission and deadline information, visit the NLC at: <http://www.nebraskalibraries.org/scholarship.htm>

Nebraska Educational Media Association

NEMA awards two \$800.00 continuing education scholarships to school library Media Specialists and paraprofessionals who wish to gain additional professional training in the field on a full or part time basis. For more information, visit NEMA at: <http://schoolibrariesrock.org/scholarships.html>

American Library Association

The American Library Association and its units provide more than \$300,000 annually for a Master's Degree in library and information studies from an ALA accredited program, or for a Master's Degree in school library media that meets the ALA curriculum guidelines for a National Council for Accreditation of Teacher Education (NCATE). The scholarship process is open annually from October-March. Applications and reference forms are available during that time period.

Instructions and general information remain available year round. For a complete list of available scholarships, visit the ALA : <http://www.ala.org/Template.cfm?Section=scholarships>

New Scholarship!

P.E.O. Continuing Education Grant

The Program for Continuing Education is a grant providing financial assistance to women whose education has been interrupted and who find it necessary to resume studies due to changing demands in their lives. They must have a need for financial assistance with their educational expenses to improve their marketable skills. Eligible women must be a citizen of and studying in the US or Canada, must have had at least 24 consecutive months as a non-student in her adult life, is within 24 consecutive months of completing her educational goal, and is not enrolled in a doctoral degree program. Grants may be awarded for academic or technical courses. Maximum grant is \$3000. No matter the amount awarded, the grant is for one time only. All applications must be received at least 10 weeks prior to beginning of the term for which the grant is requested. If interested, please contact Mary Kay Nelson 308-785-2193 or marynelson@amykirchnerdesign.com

Elementary Education, Secondary Education and Reading Comprehensive Exams:

Comprehensive Exam Deadlines

Selective Retention must be submitted and approved before students can register for comprehensive exams. Please make note of the following registration deadlines.

Spring 2011:

Elementary Education Majors: The registration deadline is **January 14th** for those students taking their comprehensive exams during the **Spring 2011** semester. **Elementary Education graduates** must attend the **Comprehensive Exam meeting on January 24th**. Approximate due date, **March 7th**.

Reading Majors: The registration deadline is **January 14th** for those students taking their comprehensive exams during the **Spring 2011** semester. **Reading graduates** are encouraged to attend a **Comprehensive Exam meeting Mid January**. Approximate due date, **June 21st**.

Secondary Education Majors: The registration deadline is **January 21st** for those students taking their comprehensive exams during the **Spring 2011** semester. The **Secondary Exam** will be given on **March 5th** in Kayser Hall.

Summer 2011:

Elementary Education Majors: The registration deadline is **May 6th** for those students taking their comprehensive exams during the **Summer 2011** semester. **Elementary Education graduates** must attend the **Comprehensive Exam meeting on May 18 (Tentative date) at 8 pm**. Approximate due date, **June 21st**.

Reading Majors: The registration deadline is **April 18th** for those students taking their comprehensive exams during the **Summer 2011** semester. **Reading graduates** must attend a **Comprehensive Exam meeting April 27th**. Approximate due date, **June 20th**.

Secondary Education Majors: The registration deadline is **May 6th** for those students taking their comprehensive exams during the **Summer 2011** semester. The **Secondary Exam** will be given on **June 25th** in Kayser Hall.

To register, contact Joyce Jones in the Department of Teacher Education; Phone: 402-554-2212 or 1-800-858-8648, ext. 2212
Email: jjones@unomaha.edu

Graduation:

The deadline is **March 5th** for students planning to graduate during the **Spring 2011** semester. The commencement ceremony is scheduled for **May 7th, 2011 at the Civic Auditorium**. (Graduation information is subject to change).

Upcoming Conferences, Professional Development and More!

NLA/NEMA Conference Reflections:

The Nebraska Library Association (NLA) / Nebraska Educational Media Association (NEMA) Conference -- themed Celebrating The Past, Creating The Future -- was held in Grand Island on October 14 and 15, 2010. There were over 50 sessions providing a myriad of learning opportunities; from technology ideas, collection suggestions, Golden Sower happenings, discussions on the AASL Standards and more. It was a wonderful time to connect with librarians from across Nebraska to exchange stories, ideas, and friendship. Perhaps one of the most memorable moments was honoring Dr. Becky Pasco as she received the Nebraska Library Association's Meritorious Service Award. Congratulations, Dr. Pasco!



Dr. Pasco receiving the NLA Meritorious Service Award

Save the date:

Eastern Library System School Librarian Day will be held on **Saturday, March 26, 2011**. Watch for registration information in January. If you have questions please contact Kathleen Tooker, Executive Director at ktookер@windstream.net

Mark your calendar and join us for fun, food, friendship and learning.

Congratulations!

UNO Library student **Kayla Childress** is the recipient of the Neafus Scholarship, and **Kirshell McClannan** is the recipient of the Hollie Bethel Scholarship.



Kayla Childress



Kirshell McClannan

Congratulations on your leadership and academic excellence.

School Library Journal Leadership Summit

Anna Bley, Teacher Librarian at Papillion-LaVista South High School and Joy Harvey, School Librarian at Schoo Middle School in Lincoln Public Schools were the two lucky librarians who won last spring's drawing to attend the School Library Journal Leadership Summit on October 22nd and 23rd in Chicago. The key topic of the conference was, "The Future of Reading." Here is what Anna and Joy have to say about their experiences at the summit.

Anna Bley:

The School Library Journal Leadership Summit in Chicago on October 21-23 brought together nearly 300 people from various aspects of the library world to ponder and discuss the future of reading. With almost an equal number of preferred reading methods in the room, the pattern emerged over the course of the three days that, when it comes to what books could and should look like in 10 years, there are far more questions than answers. The good news is that questioning is a topic that we, as teacher librarians, know a little something about. One unanimous belief throughout the weekend was that the unique features within digital books will have the potential to profoundly impact learners and their diverse learning styles and needs. Whether it's the ability to touch a word and retrieve the pronunciation and definition, or more progressive features such as the ability to instantly access outside current news and related literature for additional background information, readers will be empowered by the new technology that is emerging in books. Patrick Carman, author of *Skeleton Creek and Trackers* spoke about the ever-popular new interactive genre in which readers can watch online video clips at specific points in the story

and even receive text messages from characters in the book so that they are fully immersed in the plot. On the other side of that coin, a research committee from the Carnegie Foundation and many others also pointed out the important distinction between reading for facts in a non-fiction text versus reading a narrative and discussed the implications that each of these skills will have on how digital books should be created, published, and integrated into schools to best achieve comprehension and ultimately learning. The committee was quick to point out, however, that regardless of what complex and unique features emerge in the way of e-book readers, "The human mind is the most powerful app of all." With this new evolution in the digital world of reading, our role as advocates for children, critical thinking, learning, and reading are more important than ever. Echoing this same notion, Chuck Follett so perfectly kicked off the last day with a hopeful message that "Technology will never replace you. It will elevate you."



Anna Bley

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(conferences cont.)

Joy Harvey shares...

I discovered a quote I had saved from an article in the Los Angeles Times, and when I read it again, it reminded me of what I consider to be the most important theme from the School Library Journal Leadership Summit this year. Sara Scribner from the Pasadena Unified School District wrote, "In a time when information literacy is increasingly crucial to life and work, not teaching kids how to search for information is like sending them out into the world without knowing how to read" (2010). To me, teaching kids how to search for information in today's world is teaching kids how to read. The theme for this year's leadership summit was "The Future of Reading." Although several speakers discussed the implications of introducing new technology in schools and libraries, others discussed the importance of teaching students how to read digital content. Don Leu, the director of the The New Literacies Research Lab at the University of Connecticut, emphasized important online reading skills such as teaching students to read search engine results, critically evaluate search engine results, and communicate effectively via email. Judi Morellian, Assistant Professor at Texas Woman's University, illustrated the difference between skimming and scanning and reading deeply. She said, "Many students don't believe they are reading when they are online...and many of them are not –they are skimming and scanning." As I listened to both of these speakers, I am further convinced of the importance of school librarians in teaching students skills

that will prepare them for the future such as the ability to read and critically evaluate digital content. The speakers at the conference did not introduce strategies for teaching students to read online. Our group discussed this, and we realized that now is the time for school librarians to put their heads together to develop and share strategies for teaching students to how read digital content.



"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

John Quincy Adams, 1767-1848
6th US President

Things To Consider:

ALAnews

School librarians valuable resource as digital content expands

CHICAGO –According to a survey by the American Association of School Librarians (AASL), 61 percent of school library staff respondents provide professional development for teachers in the use of digital content. Of those providing training, 71 percent spend between one and six hours or more a week training teachers on digital resources. This data was gleaned from a [set of supplemental questions on Digital Content and Resources in the 2010 School Libraries Count! survey](#).

No significant shift from print to digital content was noted by survey participants; however, while 86% of elementary schools report less than 5% of their collection has moved to digital content, only 51% of high school libraries fall within that range. Middle school libraries fall almost squarely in the middle with 69% reporting less than a 5% shift. Nearly one in two schools (49%) report that their libraries have more than five database subscriptions.

“The continuing trend towards digital content has positioned school librarians as technology and professional development leaders in their school community,” said Marcia Mardis, AASL Research & Statistics Committee chair. “Providing students with digital resources in a time when budgets are decreasing is a great way to start to level the playing field.”

When asked what impact digital content will have on the future of school library programs, 77 percent of respondents believe there will be an increased demand for technical support. Six in ten of those surveyed reported that such an increase in digital content will cause an increased demand for network infrastructure in schools. However, more than half of respondents believe budget lines will shift but without increases.

Survey responses confirm that the impact of increased digital content extends beyond the school library walls. Fifty-eight percent noted that as digital resources continue to impact school library programs and student learning, there will be an increased need for remote access to school library resources from within the school. Forty-nine percent noted that this impact will also create an increased demand for remote access from outside the school.

Fifty-one percent of survey respondents also noted that increased access to digital content will bring increased challenges to district filtering. Forty-six percent see increased intellectual freedom issues related to digital materials.

Findings are from the [2010 School Libraries Count! National Longitudinal Survey](#) of School Library Programs (SLC). In addition to annual survey questions, starting in 2008 AASL began adding supplemental questions to address a current issue within the school library field. In 2010 AASL focused these questions on Digital Content and Resources.

The American Association of School Librarians, www.aasl.org, a division of the American Library Association (ALA), promotes the improvement and extension of library services in elementary and secondary schools as a means of strengthening the total education program. Its mission is to advocate excellence, facilitate change and develop leaders in the school library field.

Jacobson, M. (October 2010). *School librarians valuable resource as digital content expands*. Retrieved from <http://americanlibrariesmagazine.org/news/ala/school-librarians-valuable-resource-digital->