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

Interacting with individual students; from comparing notes about a good book, to handing out free books to take home, to working with small kindergarten groups for research, visiting at the book fair, or video taping students for a project. The chance to interact one-on-one or in small groups is a luxury that classroom teachers don’t get very often.

(continued on page 2)
Please discuss one personal characteristic that you feel has contributed to your success as a School Librarian.

FLEXIBILITY! Absolutely, you have to “go with the flow” when your class schedule changes at the last minute, or a staff member suddenly needs help with her projector, or you suddenly teach a different lesson because you realize this group of students isn’t yet at the level to succeed at your objective.

The AASL Standards for the 21st Century learner ask today’s school librarians to rethink and redesign their work with students to ensure mastery of the skills and dispositions necessary for personal and academic success. Please share a lesson, unit, or experience that represents the best of you as a Teacher and Information Specialist.

I am currently working on videotaping a varied and random sample of students to create a movie at the request of the principal. It will be used to help the staff revise our Mission Statement later in the year. I needed to recreate the form he had used with staff to make the vocabulary more “student friendly”, and yet inspire critical thinking and honest opinions. With this project, I am giving the students a voice in the outcome, and at the same time communicating with and supporting the staff and administration!

Please share a favorite book you have read recently.

*Jake Ransom and the Skull King’s Shadow* by James Rollins- It’s one of the Golden Sower nominees for grades 4-6 for 2011-12, and my favorite so far. It’s all the genres I enjoy rolled into one coherent story; fantasy, historical fiction, and science fiction!

Please share a favorite website you have used for instruction or professional development.

Last year I took advantage of a trial subscription to “Truflix” by Scholastic, and was so impressed I ordered it for my school this year. The teachers love it because it provides great examples of non-fiction text-something that is heavily emphasized on the NeSA reading test. I like it because it provides examples for the students of the same material in two different formats; eBooks and hard cover books (I ordered also). It’s also constantly up-to-date – included information on the 10th anniversary of 9/11.

Thank you, Jill, for sharing your professional insights!
What is your education / library/experience background?

I earned my undergraduate degree in English here at U.N.O. in 2003. After that I really pursued my coaching career in ice skating (which has been wonderful!) however I realized I would like to expand my work with young people and education seemed a natural extension. I returned to school and earned my M.A.T. and teaching certificate at the College of Saint Mary in 2009. Recently I have become the Library Science Programs Graduate Assistant here at U.N.O. Now I have the opportunity to add the library media endorsement to my teaching certificate, which combines many loves of my life- books, education, and working with young people!

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

I have been on a young adult literature kick lately. I really enjoyed Scott Westerfeld’s Uglies, Cassandra Claire’s City of Bones, and The Hunger Games Series by Suzanne Collins. I am about to start Paolini’s Eragon which many of my skaters have recommended. My undergraduate degree is in English so I truly enjoy Chaucer and Shakespeare any time I have the opportunity. I also plan to revisit one of my all time favorites in the near future- Charlotte Brontë’s Jane Eyre.

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

I recently read School Libraries and Increased Student Achievement: What’s the Big Idea? By Kristen J. Scott. I read this article because I am new to the field of Library Science and this article gave a brief history of public school library programs and discussed the link between quality school library programs and increased student achievement. It also strengthened my belief that the library is an essential tool for students and has incalculable worth to the community.

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

I love to walk and generally, I just like to be outdoors. I enjoy swimming and ice skating has been a great passion for me (I now coach ice skating). Reading is always time well spent and I find movies enjoyable. Spending time with family and friends is a high priority and a pleasure not often indulged but I cherish the time we do get to spend together. I also have a very active 4-year-old son, Ethan, so just about any activity with him is bound to turn into an adventure!

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relatively concrete world. I also see the enormous challenges facing students as the concept of literacy changes and grows but I also see the exciting possibilities. It is always a battle to keep up with the latest technology and information however, it is truly a worthwhile endeavor and I am excited to be a part of it!

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

That is to be determined. My hope would be to make a real, positive difference in the lives of my students. I hope that I will be a reliable and valuable resource to my colleagues and students.

I find that a great part of the information I have was acquired by looking something up and finding something else on the way.

- Franklin P. Adams

Thank you, Teresa, for taking the time to share your talents and your ideas!
Scholarship Opportunities:

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](http://www.nebraska.org).

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/AAASL 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 [NLA](http://www.nebraska.org).

21st Century Librarian Scholarship

The Nebraska Library Commission is pleased to announce the third cycle of its library science scholarship program for Nebraska residents. Scholarships may be used for tuition (for coursework contributing toward a certificate or degree), course-required materials, and school-assessed fees.

Online applications are due Nov. 1 (with some documentation due Oct. 21).

See [http://nc1.nlc.state.ne.us/nowhiring/scholarships.asp](http://nc1.nlc.state.ne.us/nowhiring/scholarships.asp) for details and to learn how to apply.

Questions? Contact Kathryn Brockmeier, Grant Program Manager, by e-mail (kathryn.brockmeier@nebraska.gov), or by phone 402-471-4002 or 800-307-2665.

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.alanet.org).

Elementary Capstone, 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 2012

Elementary Education Majors: TED 8700 Elementary Capstone will replace the comp exam. A grade of B or better must be received in TED 8700 to show satisfactory completion of the course and for program completion. Spring 2012 class dates Friday January 13th, February 10th, March, 2nd, March 30th, April 20th from 5 to 8pm. This course is by permission only please contact Dr. Kathy Danielson at k.danielson@unomaha.edu or contact Dr. Rebecca Pasco at r.pasco@unomaha.edu.

Reading Majors: The registration deadline is January 13th for those students taking their comprehensive exams during the Spring 2012 semester. Reading graduates are encouraged to attend a Comprehensive Exam meeting Mid January. Approximate due date, March 5th.

Secondary Education Majors: The registration deadline is January 20th for those students taking their comprehensive exams during the Spring 2012 semester. The Secondary Exam will be given on March 3rd in Roskens Hall.

Summer 2012:

Reading Majors: The registration deadline is April 18th for those students taking their comprehensive exams during the Summer 2012 semester. Reading graduates must attend a Comprehensive Exam meeting April 26th. Approximate due date, June 18th.

Secondary Education Majors: The registration deadline is May 4th for those students taking their comprehensive exams during the Summer 2012 semester. The Secondary Exam will be given on June 30th in Roskens Hall.

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

Graduation:

The deadline is October 14th for students planning to graduate during the Fall 2011 semester. The commencement ceremony is scheduled for December 17, 2011 at the Fieldhouse. (All Graduation information is subject to change).
Good IDEAS!

Wendy Grojean


Welcome to the IDEAS Room!
Roskens Hall 412
Join us to create and collaborate.

A QR (quick response) code is a matrix bar code used to identify the URL of an organization as well as other information.

http://www.unomaha.edu/ideasroom

How do you create QR codes to promote literacy for your library?

There are many QR Code Generators on-line that will create a QR Code that will send users to a URL, text, podcast, event information, etc.

A few QR generator sites are:
- qrcode.http://kaywa.com/
- zxing.appspot.com/generator

These codes are a great way to generate interest in an event or even to highlight an author's web page to promote reading. The only thing users will need is a cell phone and a bar code scanner app.

If you use the free site, bitly.com to shorten a website link to send your users to, it also creates QR codes and will track how many times your code has been scanned.

For more information about the IDEAS room contact:
Wendy Grojean
IDEAS Room Coordinator
College of Education
402-554-3653
wgrojean@unomaha.edu

2011 NLA/NEMA Annual Conference!

There is still time! The annual NLA/NEMA Conference, Nebraska Libraries Cultivating Community Connections, will be held at the Cornhusker Hotel in Lincoln, Nebraska October 5-7 2011. Online registration is closed however; onsite registration will be available during the conference. Please visit the NLA/NEMA Conference web site for more information.
Welcome Bridget Kratt!

Synergy through change; change through action…the excellence continues...

Along with the move to a new facility, comes a shift in the UNO Library Science Education Programs. Bridget Kratt joined the team this summer, and has partnered with Dr. Pasco to continue providing a program nationally recognized by the American Association of School Librarians for its excellence in preparing candidates to direct a school library media program.

Bridget spent the past two years as the School Librarian, Technology Initiator and Web Administrator at Millard Horizon High School, where she had the privilege of building the library collection from the ground up – a task she savored. In addition to collaborating with her school staff on building lessons that fostered critical thinking and developed information skills, Bridget also served as a Millard Technology Cohort, training staff throughout the district.

Bridget is a familiar face in the Library Science Education Programs, having taught Young Adult Literature in an Adjunct capacity last year, and having worked as Dr. Pasco’s Graduate Teaching Assistant from 2007-2009. She earned her B.S. in Elementary Education at UNO in 2000 and began her teaching career at Chandler View Elementary School in OPS. In 2009 she earned her M.S. in Reading, with an endorsement in Library Media and an endorsement in Instructional Technology from UNO. She is currently a doctoral candidate working towards her EdD in Educational Administration.

This semester you can find Bridget teaching Young Adult Literature, Special Methods in Library Media, and Reference Resources and Services. Her husband, Lt. Colonel John Kratt, is the Commander of the 170th Operational Support Squadron at Offutt AFB. They have two children – Kylie, age 11 and Brian, age 9, and reside in Papillion.

Bridget Kratt
Access to Resources and Services in the School Library Media Program

An Interpretation of the LIBRARY BILL OF RIGHTS

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equitable access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.
Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school library media specialists to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.


For questions or suggestions regarding the UNO L.E.A.D. Newsletter, please contact:

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