

*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**  
Janice McDonald, Editor

**Reviewers, Vol. 57, No. 1**  
Kari Inglis

---

Ohio Media Spectrum  
© Ohio Educational Library Media Association

Published twice a year - Spring and Fall. A subscription is included in the annual membership dues. Entered on Standard U.S. Postage Permit No. 6816, Columbus, Ohio.

*Ohio Media Spectrum* is indexed in *Library Literature, Library and Information Science Abstracts (LISA)*, and is microfilmed by University Microfilms. It is available through Faxon, EBSCO, McGregor, Ancorp, Turner and Fennel periodical jobbers, ISSN 0192-6942. Inquiries about submitting manuscripts should be directed to Janice McDonald, 2948 Kerrwood Dr., Columbus, OH 43231 (Tel: 614-899-6318; Fax: 614-365-8328). Inquiries concerning advertising should be directed to OELMA, *Attention: Kate*, at the OELMA address below.

Past issues of *Ohio Media Spectrum*, whether single or multiple copies, may be obtained by sending \$13.50 U.S. per copy to the **Ohio Educational Library Media Association**. Correspondence relating to new subscriptions, change of address, or mailed issues of *OMS* not received should be addressed to: **Ohio Educational Library Media Association, 17 S. High Street, Suite 200, Columbus, OH 43215**. (Tel: 614-221-1900, Fax: 614-221-1989, *kate@assnoffices.com*) Organizational information is available on OELMA's Web page: <http://www.oelma.org>

# Ohio Media Spectrum

Spring/Summer 2005  
Vol. 57, No. 1  
ISSN 0192-6942

## Features

- |   |    |
|---|----|
| Hard Times. Good Decisions... Linda Cornette  | 5  |
| <i>A summary of what state requirements speak to school libraries.</i>  |    |
| Students in the Wild: The Columbus Zoo and Aquarium Zoo School and Zoo Library Partnership?... Sheila Campbell  | 13 |
| <i>The Columbus Zoo and Aquarium Zoo School works with the Zoo Library to promote information literacy and to help students transition from high school to college.</i> |    |
| Putting the Presentation at Conference into Action... Carlye Stewart  | 16 |
| <i>After attending the conference presentation "Art and the Library: a perfect match," Carlye and her colleagues get busy.</i>  |    |
| The Changing World of News and Opportunities for Media Literacy .. Frank Baker  | 18 |
| <i>Make opportunities to discuss the news with students.</i>  |    |
| Collaboration: The Key to Successful Teaching... Mary Tipton  | 24 |
| <i>Results from last summer's Kent State ILILE grant workshops.</i>   |    |
| The Mostly True Confessions of a Girl Librarian who Doesn't Read Boy Books... Liz Deskins   | 29 |
| <i>Types of materials boys like to read and how book groups may need to be adjusted to involve boys with reading.</i>   |    |

## Columns

- |  |   |
|--|---|
| President's Message... Christine Findlay | 2 |
| Observations... Janice McDonald          | 4 |

## General Interest

- |  |    |
|--|----|
| 2005 Innovative School Library Practices Award Recipients          | 12 |
| Buckeye Book Award Winners 2005                                    | 17 |
| 2005 OELMA Award Winners 2005                                      | 19 |
| INFOhio: Focus on the Future                                       | 20 |
| 2005 Children's Book Awards  | 22 |
| Central Region Update  | 28 |
| A Challenge to Incorporate Media Literacy into the Library Program | 32 |

## News and Notes

- |  |                   |
|--|-------------------|
| The 1 <sup>st</sup> Information Literacy Summer Summit                           | 12                |
| 5 <sup>th</sup> Annual School Library Symposium!                                 | 21                |
| TEAMS Award - Teachers and Media Specialists Influencing Student Achievement     | 31                |
| News and Notes   | Inside back cover |
| <i>Adbusters Magazine Special Issue to Focus on Education and Media Literacy</i> |                   |
| <i>Knowledge Quest Article about the Ohio Study</i>                              |                   |
| <i>The Role of the School Librarian and Reading</i>                              |                   |
| <i>Can You Find the Evidence-Based Practice in Your School Library?</i>          |                   |

### Deadline for articles:

*Fall/Winter 2005 Issue: November 10*

*Send newsletter information to Kate at the address on the left (mail or e-mail).*

## President's Message

Welcome to another issue of *Spectrum*. Throughout the years, *Spectrum* has had several forms and reincarnations. For some reason--and truly, I don't know why--I have saved most of the *Spectrum* publications over the years. No, I am not one of those librarians who never weeds. I weed lots of things. But for some reason, *Spectrum* wasn't one of those things. I guess they hold sentimental value for me.

As the time drew near to write the president's message for this issue of *Spectrum*, I started to get that queasy feeling in my stomach that I always get when I have to write something for publication. I don't mind writing informally, such as an e-mail or letter. But, I know my style is very conversational, so I am apprehensive about writing for publication. So, librarian that I am, I turned to back issues for my guidance and inspiration. I try to communicate with our membership on a regular basis through our e-list, Web site and newsletter. I haven't been holding back any wonderful news to spring on you in this issue, so if you will indulge me, I'd like to share some tidbits from the past that caught my attention as I looked in back issues of *Ohio Media Spectrum*.

Where were you in the spring of 1988? I was a middle school librarian. The Spring issue of *Spectrum* was dedicated to the topic of Leadership. President Judy Mills observed that for some, leadership was a challenge; for others, it was a spectator's event. I think that was a pretty astute observation on Judy's part. She encouraged OELMA members to become very familiar with the new AASL/AECT standards, *Information Power*. More importantly, Judy said, familiarization was not enough and urged each of us to take action as a result of *Information Power*. Many years have passed and much has been written about *Information Power*, yet we still encounter opposition to the precepts of *IP* and we encounter opposition to our own state guidelines. If *IP* or our guidelines are still a spectator event for you or your school district, the time has come to get into the game, don't you think? Attend our annual conference in October for great ideas on how to be a leader in implementing the *Library Guidelines*. The conference really is your best source of information on every facet of our standards.



### Christine Findlay

2005 OELMA President,  
Director of the Central  
Resource Center of Centerville  
City Schools  
[christinefindlay@centerville.k12.oh.us](mailto:christinefindlay@centerville.k12.oh.us)

The Spring 1988 issue was interesting for some other reasons. There was an article by Hank Epstein of Information Transform, Inc. Does that name or company ring a bell? Think MITINET/marc and MARC Magician. Hank wrote an article for *Spectrum* called, "The First Stop in Ohio School Library/Media Automation: A leadership challenge." It's a great article for anyone who is into cataloging and I confess that I fall into that group. I'd like to share how Hank finished his article "An OELMA committee has been formed to explore the possibility of an Ohio statewide school library/media center database. Hugh Durbin, from Columbus, has been appointed chairperson of the OELMA committee." For many of us, that brings back wonderful memories and it should make us all realize how far INFOhio has brought us in the years to follow. Vision truly is a vital aspect of leadership.

The middle spread of this issue is all pictures from the 1987 OELMA Conference in Dayton. This was the first conference committee I chaired and the only conference that took place in a facility under construction. It was fun to open this issue and see faces of dear friends from the past. I had to smile at Nancy Brumit in a hard hat. And there's a great shot of Past-President Jim Butts with his hands in his pockets, looking as relaxed as he always did. Another picture shows me holding my walkie-talkie and wearing a button that said "No problem." That was a catch phrase popular at the time because of the show, *Alf*. It was our motto for the conference because with a facility under construction and so few things going as planned, our committee just had to smile and say "No problem" in response to every request. My dear committee partner, Dale Hamilton, gave me the button and said, "Wear it with a smile." So, I tried.

Inside the front cover are the names of the people who worked on *Spectrum*, including many names of people who are still active in OELMA today. Our organization has a rich history.

The Summer 1988 issue of *Spectrum* was an interesting edition with the cover theme of Wellness. I thought wellness was a recent term, but now I see OELMA was ahead of its time! Indeed, when you look at the articles inside, you see that OELMA was ahead of its time. In an age when schools were still debating what, if anything, to say about AIDS, OELMA had a feature article about the facts. Who knew we were so cutting-edge?

The Fall 1988 issue was dedicated to *Information Power: How we do it*. Guess what librarians thought the key was back in 1988: Collaboration and integration into the curriculum. Does this sound remotely familiar? Yes, I'm smiling. It's been a long road and I guess the end is not in sight yet. But through recent efforts like the ILILE workshops and the library guidelines, I think there is hope. I just want to live long enough to see all education majors graduate understanding what a vital partner they have in a school library media specialist. Then I can die happy!

The Fall 1988 issue also had a preview of the upcoming conference speakers. You'll never guess who was doing a keynote on Bibliographic Instruction. It was our own Dr. Carol Kuhlthau of Rutgers, recent co-author of the *Ohio Research Study*. Is it a small world, or what? Again, I think OELMA has just always been cutting-edge.

The fourth issue for 1988, the Winter issue, had a cover theme of Political Activism. I picked 1988 at random, but you have to admit, we could have the same cover themes for every issue in 2005. I'm sure you remember that old saying, "The more things change, the more they stay the same." In 2005 we find ourselves in a climate where we cannot be quiet. My worst fear is that we will become disposable because of levy failures in our state. Our students can't afford that. It gets tiring, I know. But we have to be alert and diligent; and yes, sometimes we need to be "in your face" about Ohio school libraries. Near my desk, I keep a reminder

of the importance of not giving up on school libraries. It is the Walter Cronkite quote: "Whatever the costs of our libraries, the price is cheap compared to that of an ignorant nation." What a wise man.

What do I conclude from this stroll through the pages of past *Spectrums*? I conclude that OELMA has a rich history of providing information and opportunities for librarians to develop and maintain the skills necessary to be not just good librarians, but to be GREAT librarians for the students and teachers in Ohio. I hope many of you will take advantage of our 2005 Advanced Summer Institute with Dr. Ross Todd to continue to grow and learn how to be sure your work with students gets the attention it deserves.

I conclude that our task has never been simple and no one has ever paved the way for us to impact learning, yet we have moved forward regardless of obstacles and we know that we make a positive difference. I trust that you will continue to speak out for school libraries at every opportunity, whether that be in a highly political way or perhaps more through quiet advocacy opportunities.

I conclude that the good things that happen for Ohio school students in relation to their school libraries is directly impacted by OELMA and the many members who give selflessly of their time. This includes working on conference, speaking at conference, participating on ODE writing teams, paying your own way to a workshop you think is important, etc. Good administrators understand how these experiences enrich an entire school and not just the librarian.

And lastly, I conclude that we are good educators. Even if the topic is difficult or controversial, we know that our job is to help learners obtain valid information. Whether it is by providing information about AIDS back in the 1980s or stem cell research today, our goal is to help our students find the facts so they can analyze and synthesize to create their new learning. I believe the results of the Ohio Research Study show that our students recognize this contribution we make to their education. Now, we just need to make sure everyone else gets the message.

## Observations... the Editor

I had to laugh when I read Christine's President's Message because I too have saved all my *Ohio Media Spectrums* throughout the years — never suspecting that some day I would become the editor. I remember in doing research for my library media classes at OSU, I nearly always ended up sifting through the *Ohio Media Spectrum* section of the College of Education library for the most practical information in the library media field. I too have felt that there is always something special about the *Ohio Media Spectrum* because the contributions have always been timely and relevant to issues facing library media specialists.

In this issue, Linda Cornette gives her interpretations of the Ohio State Board Operating Standards as they relate to the library/media field. In it, she answers some of the pertinent questions that administrators and library media specialists may have. This seems to be a difficult time for all of us with budget cutbacks. It is necessary to be informed on the State Operating Standards as well as the Guidelines for Library Media Standards.

Sheila Campbell shares information about the interesting Columbus Zoo and Aquarium Zoo School Program using the Zoo library to help students learn information literacy skills as well as to transition from high school to college. This information should be shared with high school principals who can encourage any students interested in zoology to attend.

Carlye Stewart has taken the information she received at a Conference program "Start with Art" and collaborated with her art teachers to have students create book covers. All have found this to be a very rewarding experience.

Frank Baker shares ideas on how to incorporate media literacy skills with news stories. Do not throw away your newspapers just yet; they could be made into bulletin boards and used to promote

### Janice McDonald

*Library Media Specialist,  
Fort Hayes Metropolitan  
Education Center  
(High School and Career  
Center)  
Columbus Public Schools  
jmtoad@yahoo.com*



student learning. After attending a Media Literacy session with Frank Baker, I feel inspired to take on his challenge to dedicate a year to media literacy. Frank has many resources available so I hope it will not be that difficult. At the minimal level, it can be accomplished through the use of five bulletin boards throughout the year.

Cythia DuChane shares what INFOhio is doing to prepare for the future. INFOhio has made a tremendous impact on our school libraries and what we have to offer the students. When I first started out in the school library field, I would never have dreamed that all these resources would be available to us and at no charge to us. We all owe a huge thank you INFOhio.

Mary Tipton shares the projects that resulted from last summer's Kent State University ILILE grant workshops. Teachers and library media specialists collaborated on a variety of interesting projects.

Liz Deskins shares some ideas on how to get boys into reading. She suggests modifying expectations about book groups and restructuring aspects of our library media programs.

Now if only I could look back through the past issues of the *Spectrum* to tell me how to cope with the issue of the loss through retirement of our fantastic principal, Dr. Jerry McAfee--a man for whom I have the utmost respect. Dr. McAfee has always been very supportive of the library/media program and of the use of technology, often modeling it for us at our faculty meetings. It would be hard to match his dedication to the field of education and his standards of excellence.

## Hard Times

## Good Decisions

*Author's note:* This is my interpretation of the Ohio Revised Code (ORC), the Ohio Department of Education Operating Standards that fulfill the requirements of the ORC, and how they pertain to library access and staffing.

*Editor's note:* The relevant sections of both documents can be found on the inside of the front cover.

**Question: As principal, what state requirements speak to school libraries?**

The Ohio Revised Code (ORC) Section 3301.07 established that the State Board of Education will form/prescribe minimum operating standards for Ohio schools. Section D [states the Board shall] formulate and prescribe minimum standards to be applied to all elementary and secondary schools in this state for the purpose of requiring a general education of high quality. Such standards shall provide adequately for:

- The licensing of teachers, administrators, and other professional personnel and their assignment according to training and qualifications;
- Efficient and effective instructional materials and equipment, including library facilities;
- The proper organization, administration, and supervision of each school, including regulations for preparing all necessary records and reports and the preparation of a statement of policies and objectives for each school building, grounds, health, and sanitary facilities and services;



**Linda G. Cornette**

*OELMA Past President  
Library Media Interim, ODE*

- Admission of pupils, and such requirements for their promotion from grade to grade as will assure that they are capable and prepared for the level of study to which they are certified;
  - Requirements for graduation;
- And such other factors as the board finds necessary.

In the formulation and administration of such standards for nonpublic schools the board shall also consider the particular needs, methods and objectives of those schools, provided they do not conflict with the provision of a general education of a high quality and provided that regular procedures shall be followed for promotion from grade to grade of pupils who have met the educational requirements prescribed.

The Department of Education Operating Standards (2001) is the compliance document. Its Rule 3301-35-06 relates to Educational Programs and Services. Section I, No. 1 states:

Schools need to ensure that during regular school hours and as a part of their instructional program students **have access to library media and information technology programs** that are designed to promote student achievement. Instructional materials, books, and equipment, including library media and technology must also support the district mission, educational goals, and strategic plan. Section I details the requirements for these materials and programs. They must:

- a. Support the district’s mission, educational goals, and strategic plan;
- b. Support the objectives specified in the course of study and the learning needs of students.
- c. Be current; and
- d. Be selected according to adopted policies and with the involvement of credentialed staff.

Question: Do all school districts (including career technical/vocational districts and districts utilizing site-management) need to employ (at minimum) one credentialed school library media specialist per district and provide school library services coordinated by a credentialed library media specialist during regular schools house, all day, every day? If so, is that individual counted in the educational service personnel FTE total?

The Operating Standards’ Faculty and Staff Focus (3301-35-05), Section 4, states that 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 by section 3317.023 of the Ohio 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.

School districts with fewer than 1000 students need to meet these requirements, too, based on a percentage.

A credentialed library media specialist counts as one of the five required educational service personnel per every 1000 students in the general student population. The school district must provide school library services coordinated by a credentialed school library media specialist during regular school hours regardless of how they fulfill educational service positions.

Operational support services should be designed to create an educational environment conducive to effective teaching and learning. . . . If the librarian is one of the 5 of 8 (FTE) then funding would be lost if the district cut the library position and did not meet the FTE .

Question: Can a school district employ one credentialed school library media specialist for the entire district, and does the library media specialist need to service all the schools in the district?

One credentialed school library media specialist may serve as coordinator for the district K-12 school library program, as long as the library media specialist holds a valid K-12 library media certificate or license. The library media specialist does not need to hold administrator or supervisor credentials. The district library media specialist FTE should be reported in EMIS to reflect the district assignment (for example, .50 in high school, .25 in elementary school, .25 in middle school, etc.).

Question: Can a school district employ educational assistants (paraprofessional/classified staff) that work under the direction of a credentialed school library media specialist to staff district school libraries?

- Yes, as long as the educational assistants
- work under the direction of a credentialed library media specialist;
  - hold a valid educational aide permit or license;

- does not design the library program/services, assign grades, or administer corporal punishment; and
- is reported in EMIS as an educational aide.

Note that paraprofessionals must meet the “highly qualified” status by 2006.



### ***Title I and No Child Left Behind Section 1119***

To ensure that Title I schools and programs have a qualified instructional staff, the Elementary and Secondary Education Act (ESEA), also known as the *No Child Left Behind* statute, has specific provisions for paraprofessionals who have instructional duties in targeted assistance schools or in schoolwide Title I buildings.

The new federal legislation requires that paraprofessionals meet **one** of three criteria to become qualified:

- 1) Complete at least two years of study at an institution of higher education (*defined as 48 semester or 72 quarter hours as verified by college transcript from an accredited institution of higher education*);

**OR**

- 2) Obtain an associate (or higher) degree from an accredited institution of higher education (*defined as any associate degree program from an accredited institution of higher education*);

**OR**

- 3) Meet a rigorous standard of quality and demonstrate, through a formal State or local academic assessment — (i) knowledge of, and the ability to assist in instructing reading, writing and mathematics; or (ii) knowledge of, and the ability to assist in readiness for reading, writing, and mathematics.

### ***Timeline for Compliance***

The compliance timeline for educational aides is contingent upon the date of employment:

- If employed **BEFORE** Jan. 8, 2002, a paraprofessional must meet one of the requirements by January 8, 2006.
- If employed **AFTER** Jan. 8, 2002, a paraprofessional must meet one of the requirements upon employment. [http://www.ode.state.oh.us/esea/superintendent/web\\_docs/paraprofessionals.asp](http://www.ode.state.oh.us/esea/superintendent/web_docs/paraprofessionals.asp)

**Question: As the building leader facing significant reductions in the building budgets, how do I foster literacy and help students reach higher achievement in our school?**

Understanding the basics of literacy is the first step. Literacy is more than having the ability to read. You must think in terms of knowledge and the power of being knowledgeable. Today, in an age of abundant good, bad, and ever-changing information, knowledge of information itself is the most powerful. Knowing how to find, understand, manage, use, and

respect information empowers students and boosts their success in academics, in the workforce and in their personal lives. (Thompson, Helen M. and Henley, Susan A. *Fostering Information Literacy: Connecting National Standards, Goals 2000 and the SCANS Report*. 2000).

Information Literacy is the ability to find and use information, and it is the keystone of lifelong learning. The explosion of information provides today's students with countless opportunities and has dramatically altered the knowledge and abilities they will need to live productively in the twenty-first century. Students must become skillful consumers and producers of information through a range of sources and formats to thrive personally and economically in the communication age. School libraries and effective library media programs are dynamic, enthusiastic, and student-centered and help ensure that all students will achieve this goal.

Today's school library media center is more than just a room with books or computers where students go to retrieve information. An effective school library media program is an active, technology-rich learning environment with an array of information resources, and the library media specialist's focus is on the process of learning rather than dissemination of information. *Information Power: Building Partnerships for Learning*, a combined publication by American Library Association (ALA) and the Association for Educational Communications and Technology (AECT), supports the cognitive psychologist's definition of learning as the active building of knowledge through dynamic interaction with information and experiences. The core elements in both learning and information theory thus converge to suggest that developing expertise in accessing, evaluating, and using information is in fact the authentic learning that modern education seeks to promote.

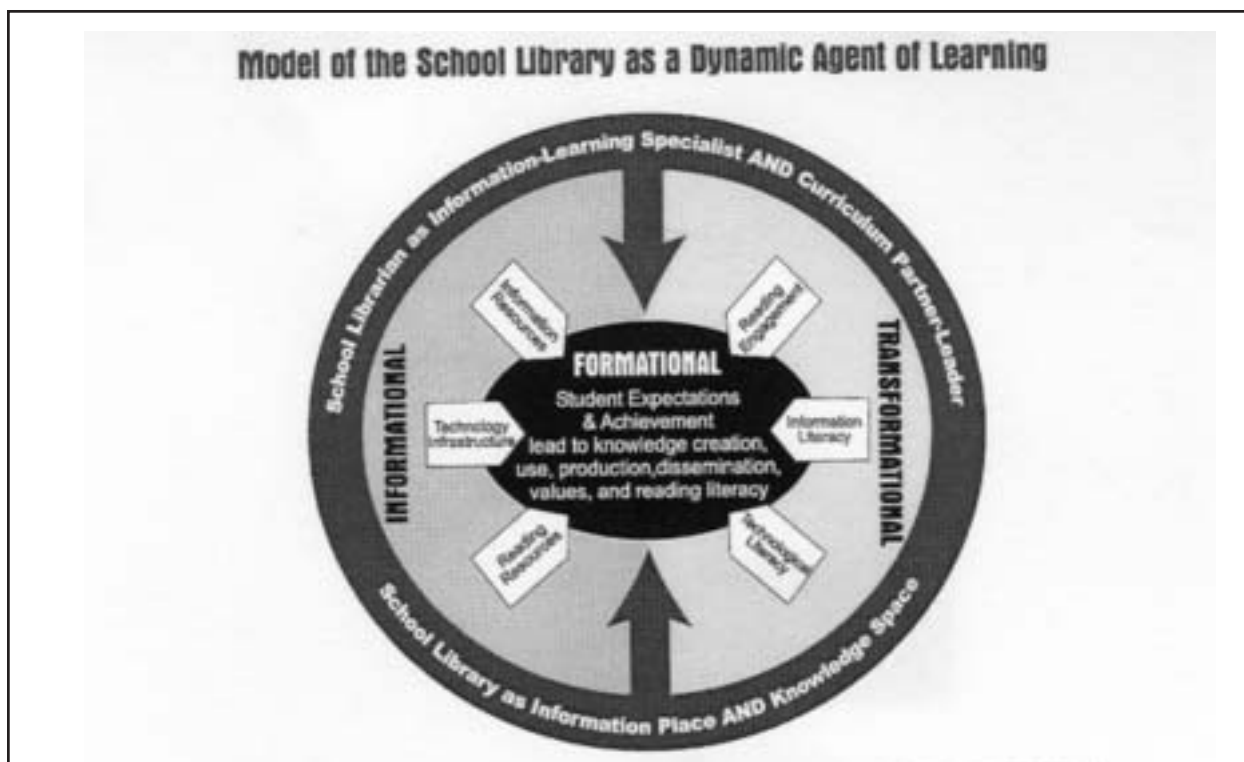
Helping students flourish in this learning commu-

nity is the central concern of student-centered library media programs. The goal is to assist all students in becoming active and creative locators, evaluators, and users of information to solve problems and to satisfy their own curiosity. With these abilities, students can become independent, ethical, lifelong learners who achieve personal satisfaction and who contribute responsibly and productively to the learning community and to society as a whole.

**Question: What research supports the Information Power theory?**

Principals must know what the research says and utilize that information to move their students' achievement to its highest level. Research by Keith Curry Lance in a variety of state studies verifies the connection between higher student achievement and having a good library media program that is supported by the building and district administration. From October, 2002 through December, 2003 Ohio conducted an evidence-based research study: *Student Learning Through Ohio School Libraries*. This research study looked at 39 effective school libraries across Ohio and collected information through two Web-based surveys with 48 questions and one open-ended critical incident question. A total of 13,123 students in Grades 3 to 12 and 879 faculty were surveyed. This was the largest study to date of how the school library helps students learn, and it is being replicated in other states.

The following diagram illustrates The Ohio School Library as a Dynamic Agent of Learning:



(C) 2004 Ross J. Todd, Carol C. Kuhlthau and OELMA. Additional information about the Student Learning Through School Libraries research study may be found at <http://www.oelma.org/studentlearning.htm>.

In times when funding is tight, often it is the library program that receives major cuts. An effective library media program is the center of the curriculum and plays a unique and pivotal role in the learning community as the essential link that connects students, teachers, and others with the information resources they need. One astounding result of the Ohio Study was the fact that African American students benefit more from the services of a credentialed library media specialist, yet predominantly African American schools are often without those services. With pressures placed on district administrators to increase test scores and meet annual yearly progress, the time has come to rethink the role of the school library program as a tool to increase student learning. It is the school library collection that supports all the curricular needs and supplies the materials to support differentiated teaching. A classroom collection is not sufficient to meet the needs of everyone or to cover a subject to the extent that the school library can, nor do classroom teachers have the expertise or time to devote to information literacy skills.

**Question: As principal, how do I know if my school has an effective school library media program?**

In September 2004 all school districts received from the Ohio Department of Education a copy of the *Academic Content Standards Library K-12 Guidelines*. These *Ohio Guidelines for Effective School Library Media Programs* are the basis for:

- Effectively managing a school library media center;
- Building a resource collection that is mapped to the curriculum;
- Delivering literacy and library programming that fosters a love of reading; and
- Defining the essential information literacy, technology literacy, and media literacy skills instruction necessary to provide Ohio's students, kindergarten through grade 12, with

high-quality school library media skills that reinforce Ohio's academic content standards.

**The mission** of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by:

- Providing intellectual and physical access to materials in **all** formats;
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas effectively, creatively, and critically;
- Working with other educators to design learning strategies to meet the needs of individual students. *Information Power: Guidelines for School Library Media Programs* (1988), p. 1.

### **Ohio's Guidelines for Effective School Library Media Programs:**

- Support/respect access to school library programs for all students;
- Establish the school librarian as an instructional partner in the educational process;
- Reinforce Ohio's academic content standards;
- Guide the development of district school library programs for kindergarten through grade 12 and courses of study;
- Correlate school library program activities with classroom instruction;
- Integrate the use of technology for information acquisition, evaluation, interpretation, and dissemination;
- Align with national library standards;
- Represent information literacy knowledge, including technology and media literacy skills, conceptual learning and skill development needed to make successful transitions through grades kindergarten through 12 to post-secondary education, the workplace and

civic/daily life, and to support lifelong learning.

**A Summary of the Academic Content Standards K-12 Guidelines Library** (The complete document is at [http://www.ode.state.oh.us/academic\\_content\\_standards](http://www.ode.state.oh.us/academic_content_standards)):

### **Management Guidelines 1-4**

#### **1. Library Management**

**Effective school library media programs support the mission and continuous improvement plan of the school district.**

School library media program services support the evaluated needs of education stakeholders and are designed to impact student achievement. Library services are developed from research-based best practices and evaluated program data. Library program leadership is provided by credentialed school library media specialists.

#### **2. Collection Development and Curriculum** **Effective school library media programs support and enhance the curriculum and are an integral part of teaching and learning.**

The school library media program provides all students with up-to-date resource collections consisting of print, nonprint, and electronic materials that are aligned with the local curriculum, support Ohio's academic content standards, and are selected with input from education stakeholders. The school library media specialist collaboratively plans curriculum-based school library activities, instruction and assessment with the classroom teacher.

**3. Literacy and Reading Support**  
**Effective school library media programs promote and encourage reading for academic achievement, lifelong learning and leisure pursuit.**

School library media programs offer reading enrichment programming through participation in national and state reading celebrations and initiatives. The school library media specialist collaboratively plans reading activities with classroom teachers. School library media staff read to students, promote literature, reinforce reading skills and encourage independent reading for personal enjoyment.

**4. Library-based Technology**  
**Effective school library media programs provide, integrate, and utilize a technology-rich environment to support teaching and learning.**

Expanded access to information is achieved by providing cutting-edge technologies that enable the school library media center to function as a virtual gateway to information. Technology is used to acquire, organize, produce, and disseminate information. Assistive technologies equalize access to information for all students. The school library media specialist provides leadership to students and staff in the use of the Internet, electronic resources, and other library-based technologies.

**Instructional Guidelines, 5-7**

**5. Information Literacy**  
**Effective school library media programs provide information literacy skills instruction.**

Information literacy is the ability to locate, process, evaluate, and utilize information. School li-

brary media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically, based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

**6. Technology Literacy**  
**Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.**

Technology literacy skills include the appropriate and ethical use of technology or information access, retrieval, production, and dissemination via electronic resources networks and the Internet.

**7. Media Literacy**  
**Effective school library media programs provide media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.**

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate, and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound, and motion to convey informational communications and messages.

**Decision Making Tools**

All school districts have received the *Academic Content Standards Library K-12 Guidelines* document. This is a blueprint of the role an effective school library program plays in attaining higher

student achievement. The library media specialist knows the curriculum in all the content areas. Information Literacy, Technology Literacy, and Media Literacy are taught within an effective school library program.

The results of a recent Ohio evidence-based research project, *Students Learning Through School Libraries*, which is being duplicated in surrounding states and abroad, has demonstrated the value students, teachers and administrators place on an effective school library program and its resulting higher student achievement. The study, described on p. 9, was funded from a Library Services and Technology Act (LSTA) grant to OELMA.

These two tools, **the Academic Content Standards** and the **Ohio Evidence-Based Research Project** will help guide district administrators in providing students with the best opportunity possible for success. In a world where information continues to double at a rapid pace it is the school library program that teaches students how to **access** good information; **evaluate** that information; and **use** the information to **communicate** their thoughts. These are the skills that all students deserve to develop if they are to become life long learners. These are the skills emphasized in the Academic Content Standards Library K-12 Guidelines that credentialed school library media specialists are trained to teach.

I hope I have answered your questions. If you need additional information I will be happy to help. I would appreciate you sharing with me if or how this information is useful in helping you make the best educational decisions focused on higher student achievement.

*lcornett@columbus.rr.com*

## 2005 Innovative School Library Practices Award Recipients

*Title:* Ohio Native American Archaeological Dig

*LMS:* Gayle Dill

*Teacher:* Laura Ponsart, 4th grade  
Donna Kempton 4th grade

*School:* Parkview Intermediate

*Title:* Bionic Biomes

*LMSL:* Elaine Ezell

*Teacher:* Melanie Ferguson 8th Science

*School:* Bowling Green Jr. High

*Title:* Figurative Language and Propaganda

*LMA:* Diane M. Christensen

*Teacher:* Jane Kunkler, 10th grade English

*School:* Sheridan High School

*Title:* Painting the Past

*LMS:* Rachel E. Riegler

*Teacher:* Deanna Dennis, Ph.D., Art

*School:* Liberty Union High School

The award winners will be recognized at the 2005 OELMA Annual Conference. All participants will be announced at the conference.

## Mark Your Calendars for Fall OELMA Conference-- Ohio School Libraries: Dynamic Agents of Learning! October 19-21, 2005

The following authors will be present:

Dorothy Hinshaw Patent <http://www.dorothyhinshawpatent.com/>

Jim Murphy <http://www.jimmurphybooks.com/>

Jaime Adoff <http://www.jaimeadoff.com/>

# Students in the Wild: The Columbus Zoo and Aquarium Zoo School and Zoo Library Partner- ship

The Columbus Zoo and Aquarium Zoo School works with the Zoo Library to promote information literacy and to help students transition from high school to college. Our innovative Zoo School encourages students to do original research using the Zoo Library as a bridge to information resources and the research skills they need.

In 2002, Marie Ward, Assistant Superintendent of the Delaware-Union County Educational Service Center (DUESC), proposed developing an academically challenging program for students in conjunction with the Columbus Zoo and Aquarium. This alternative education option would provide high school juniors and seniors with hands-on learning and career exploration opportunities in an academically rigorous and research-based educational program. The Columbus Zoo partnered with DUESC and the Franklin County Educational Service Center to develop such a program. The Columbus Zoo and Aquarium Zoo School opened in the fall of 2002. Seventeen Ohio school districts have sent students



*Damon completing his thesis paper. Meredith working on her thesis video presentation.*



## By Sheila Campbell

*Library/Media Specialist  
Columbus Zoo and Aquarium*

to the program from 22 different high schools. “The high school at the Zoo is a great opportunity to make all the Zoo’s resources a more formal part of public education,” says Zoo Director Jerry Borin.

Sixty-three students have participated in the program in the three years it has been in existence; twenty-two of them have studied two years in the program. As far as we know, all have gone on to college. In 2005, the students earned in excess of \$330,000 in college scholarships.<sup>1</sup>

More than half of the students are hired by zoo staff for special assignments and off-season work, and some graduates have presented and published research papers. In addition, Zoo School students and a teacher developed their own Web site (<http://www.columbuszooschool.org>) that includes a movie of student activities at the zoo.<sup>2</sup>

Students who attend public schools in Delaware, Franklin, and Union counties are eligible to apply to the Zoo and Aquarium Zoo School Program. All students in the program must be strong in math and science, technology literate, dependable, responsible, and have a keen interest in a zoo-related career. Students must also share a deep love and respect for wildlife. Successful students view themselves as employees rather than students, capable of accepting the responsibility for and completion of an authentic research project.

This is a technology based program rich in zoology content, research design, statistical analysis and technology application and is designed to be career-focused. Students use traditional and non-traditional information resources, collect and analyze data, and create a thesis project that is a multimedia production. All writing must conform to the American Psychological Association (APA) standards.

The Columbus Zoo and DUESC currently offer two courses for students. Zoology I is a one-year course in which students study the living world in a laboratory and classroom setting. Topics of study include: safety/protocol, the nature of science, biotechnology, cell biology, genetics, evolution, living systems, energy transformation, and the organization and diversity of life. Methods of instruction include research, data collection, analysis and synthesis, laboratory work, computer simulation, peer teaching, keeper/docent communication, animal care, and the investigation of and participation in zoo related careers. Zoology II is a one-year course in which students extend their Zoology I study of the living world. Topics of study include zoo safety, animal handling protocol, animal husbandry, advanced zoology, conservation issues and strategies, statistics, applied science technologies, and research paper development.



*Meredith measuring penguin egg lengths with mentoring keeper.*

The curriculum helps students develop information literacy competencies that help prepare them for a successful transition from high school to college. Unlike their regular high school, which is a **teaching environment** where they learn facts and skills, Zoo School provides a more college-like **learning environment** in which the students take responsibility for collecting and analyzing data and applying what has been learned. Students, working with Columbus Zoo professionals, identify research studies essential to the growth, development, and effective operation of a quality zoo business. Upon completion, the findings of each student's study are turned over to the student's zoo mentor for their professional use. Students develop a collaborative relationship with Zoo staff and the Zoo librarian and are encouraged to go as far with their research as they are capable.

The Columbus Zoo and Aquarium Library supports the conservation and education goals of the Columbus Zoo and Aquarium. The Library's primary purpose is to meet the information and research needs of the Columbus Zoo and Aquarium employees and docents and to promote the exchange of scientific information. The library also serves as a resource center for teachers of central Ohio, offering loan kits and curriculum guides and providing consulting services



*Mandy collecting data for her Mexican Wolf pack dominance*

in environmental education. While not open to the public, the Library does provide phone, e-mail, and mail reference service. Zoo School students have access to the Zoo Library while on the grounds.

Zoo School has expanded the services of the Columbus Zoo and Aquarium Library to meet the needs of a broader clientele. The nature of the research done by the students requires more sophisticated research skills and tools that must be supplied by the Zoo Library. It is an opportunity for the librarian to instruct students in information literacy skills helpful for college preparation and a successful transition from high school to college.

All Zoo School students must do a thesis project which requires them to develop the information literacy skills to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”<sup>3</sup>

The Zoo School thesis project requires students to determine the topic and format for their presentation. They must learn to recognize the qualities they need in the subject they choose to research while meeting the criteria of their assignment. They also get an understanding of how their topic fits into the broader field of zoology and must identify the surrounding issues (i.e. zoo issues: wildlife conservation, captive



Aaron measuring coral weights  
with mentoring keeper.

breeding, animal behavior, zoo design and administration, etc.). Many students also find that it is a golden opportunity for them to learn first-hand about animal-related careers.

To fulfill their requirements, the students use unique resources not found in school or public libraries and learn that both popular and scholarly journals have their roles to play in research. Because the students are often doing original research, they learn the value of periodical literature, scholarly journals, and “gray literature.” They learn that these resources are the foundation of communication in the sciences because scholarly journals report original research and in-depth analysis of topics. In addition, students also learn that different types of information serve different needs.

Zoo School offers students an opportunity to hone their **creative and critical thinking skills**, such as decision-making, problem solving, fluency, observation, exploration, classification and hypothesis-generation. The Zoo Librarian plays an important role in the process by reinforcing research skills that these students will need in college.

---

#### Footnotes:

- <sup>1</sup> Personal communication (May 2, 2005) from Ron Jones, Zoo School instructor, announcing Columbus Zoo and Aquarium Zoo School Research Presentation Day.
- <sup>2</sup> Magna Awards 2005: Its All Happening at the Zoo. *American School Board Journal*. April 2005. Retrieved 2005, April 26 from [www.asbj.com/magna/winners2005/Magna05delawareunion.pdf](http://www.asbj.com/magna/winners2005/Magna05delawareunion.pdf)
- <sup>3</sup> ALA/ACRL. (2005, March 24). **What is Information Literacy? Information Literacy Competency Standards for Higher Education**. Retrieved 2005, April 26 from <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm#ildef>
- <sup>4</sup> Cotton, Kathleen. (2001, September 31). **Teaching Thinking Skills**. *School Improvement Research Series*. Northwest Regional Educational Laboratory. Retrieved 2005, April 26 from <http://www.nwrel.org/scpd/sirs/6/cu11.html>

## Putting the Presentation at Conference into Action

*[Stewart has been in her position for 4 years. She received her Master's from Wright State and has been a member of OELMA for 4 years. She is assisted in the IMC by an aide and serves approximately 475 students. Her district recently automated with an LSTA grant and has been able to take advantage of the resource-sharing that enhances all of their collections.]*

I am always inspired when I come home from the Fall OELMA conference, full of ideas and plans which often fall through when I am overwhelmed with all of our other daily tasks. But for me, the message this year was so appropriate and important I could not keep it to myself or put it on the back burner for another day. The presentation titled "Art and the Library: A Perfect Match" caught my eye immediately as I flipped through the program. As a former art teacher turned media specialist, I was excited with the concept. Linda Miltner, along with classroom teachers Karen Placke and Julie Amann, filled the room with wonderful ideas that



*Matt Ark searches for different fonts.*

### By Carlye Stewart

*Library Media Specialist, Northeastern High School in NE Clark County.*

went outside the library and more importantly could draw students into the library. Linda Miltner wrote an article on her original project titled "Start with Art!" in the Fall 2003 *Spectrum*.

One of the biggest reasons I had for leaving the art room to go to the media center was the opportunity to work with more students and to work collaboratively with more teachers. I had been able to do a few projects with various teachers in core areas, and this was one of the next challenges I was looking for. I approached one of the art teachers, Debbie Kelly, with a proposal for a book cover design project, and she was all for it. The project would be similar to Linda Miltner's but this time the participants would be high school students. We decided to make this a senior project. These students have had a variety of experiences with different materials, and this



*Carey Gottschang a senior at Northeastern High School working on book cover.*



*Jessica George and Marie Lenk seniors at NEHS doing details for book covers.*

would be a great chance for them to apply what they had learned.

Unfortunately, like many of us, I have an aging collection, but I do have some classics on my shelves that could use a face-lift. I picked out several stacks of books including *A Tree Grows in Brooklyn*, *Jane Eyre*, and *Call of the Wild*, to name only a few, and headed for the art room. These choices gave the students some options. My students had read some of the books in English classes, but some of the books the students had not heard of. They

were required to read the books and find or create a summary of the work. In addition to the cover design, the final project had to include a cover title with author, a spine title, and a summary on the back or inside cover. Students were also asked to sign their work with their graduation date as part of the back cover. This was one of the things that the students enjoyed the most--having the chance to leave a small but lasting mark at their alma mater.

From that point on they were off and running. We made do with our limited technology but found that textured papers can jam the copier and require a service call from a qualified technician. Each book cover was unique and a wide variety of media were used. As a result of this project Ms. Kelly and I made a presentation to our school board. We are currently in the process of expanding our curriculum to include some computer graphic classes and funding for some new technology.

The accomplishment of this project is all due to the tremendous opportunity of networking through OELMA. Thanks to everyone who collaborates for the good of all students in Ohio and shares amazing experiences with all of us.

## **Buckeye Book Award Winners 2005**

- K-2**    **Muncha! Muncha! Muncha!** by Candace Fleming (Atheneum Books for Young Readers, 2002)
- 3-5**    **Double Fudge** by Judy Blume (Dutton Children's Books, 2002)
- 6-8**    **Darkness Before Dawn** by Sharon M. Draper (Simon Pulse, 2001)

Since the Buckeye Book Award's beginning in 1981, children all over Ohio have nominated their favorites one year and then voted on that roster the following year. To date, there have been a total of 39 winners by many well known authors.

Encourage students to nominate their favorite books at <http://www.bcbookaward.info>. Nominations continue until February 1, 2006. Students may nominate books from the last three years and the author must be an American citizen

The Buckeye Book Award is the only one that is totally child nominated and voted upon. Students may nominate from home, the public library, or school.

# The Changing World of News and Opportunities for Media Literacy



## Frank Baker

Media Education Consultant  
<http://medialit.med.sc.edu>

As of this writing, the media and journalism field is taking a hit. Consider:

- *Newsweek* magazine retracts a “blurb” which claimed American prison interrogators flushed the Koran down a toilet; the story prompted large protests in Afghanistan and elsewhere.
- The Senate Commerce Committee holds a hearing on the Bush administration’s use of “video news releases”—news stories transmitted to local US TV stations—which advocated in support of Bush administration policies.
- Blogs explode, challenging traditional journalism everywhere. One blog in particular claims to have helped a top CNN executive resign after comments he made were published on its blog; another challenged the CBS Evening News version of President Bush’s wartime service record, causing the network to retract its story, after which Dan Rather resigned as long time news anchorman.
- More and more Americans under 40 don’t follow the news, says journalism professor and author David Mindich. Many of today’s young people profess they don’t read the newspaper daily; they’d rather get their dose of what’s happening from a fake newscast: *The Daily Show* with Jon Stewart, which airs nightly on *The Comedy Channel*.

What does this all mean for school library media specialists and their teachers?

I’d like to think these issues (and even more reported every day), are ripe for classroom and lunchroom discussion by both educators and students. But if our students aren’t paying attention to issues, especially media issues, how will they succeed in the 21st century world in which they live? How will they become engaged and involved in their communities?

One study found that young people aren’t reading the newspaper because there is nothing relevant in it for them. Another found that few young people are getting their news from the Internet.

It is generally agreed that most of us get our “news” from the media (television, radio, newspaper, Internet). But in 2005, many young people say they don’t have time to follow what is happening in their own communities, let alone the world.

One study in particular: “News for a new generation: can it be fun and functional?” by Susan Sherr, Rutgers University<sup>1</sup> experimented with different Web page designs for news, hoping to come up with the one design that would be visually appealing to young news consumers.

What does all this mean for library/media specialists and for “media literacy”?

I would like to suggest that as the gatekeepers of the media, one of the responsibilities for library/media specialists is to make sure newspapers are not only available but also easily integrated into instruction. Instead of discarding newspapers, perhaps you could:

- create a bulletin board devoted to one news story and an editorial about the same story;
- keep a collection of news photographs clipped from papers that represent a diversity of audiences and camera angles;
- encourage students to look for bias and or propaganda in writing;
- challenge students to read other news sources instead of the one newspaper your school might subscribe to;
- invite news executives to talk to students about the current challenges to the journalism/media industry;
- have students consider the pyramid of possible career choices offered by newspapers and journalism;

- start a “news club” to encourage discussion about issues/concerns;
- start your own school newspaper.

With the new media literacy standards for school library media specialists in place, you have the opportunity to help your teachers and your students become more “media literate.” Using the newspaper, and all that it provides, is just one way to encourage media literacy.

As always, I would enjoy hearing from you. My email address is: [fbaker1346@aol.com](mailto:fbaker1346@aol.com)

---

<sup>1</sup>Sherr, Susan. “News for a new generation: can it be fun and functional?” Eagleton Institute of Politics, Rutgers, The State University of New Jersey, CIRCLE Working Paper 29, Center for Information and Research on Civic Learning and Engagement. <http://www.civicyouth.org/PopUps/WorkingPapers/WP29Sherr.pdf>

## 2005 OELMA Award Winners

The OELMA Scholarship and Awards Committee is pleased to announce the 2005 OELMA Awards:

**Administrator of the Year:** John W. Mitchell, Executive Director, LNOCA

**Award of Merit:** David Ambrose, INFOhio, Consultant for Communication

**ProQuest/SIRS Intellectual Freedom Award:** Elaine McGuire, IMC Director, Weller Elementary, Centerville City Schools

**OELMA/Follett Library Resources Library Media Specialist of the Year:** Elaine Ezell, Library Media Specialist, Bowling Green Jr. High, Bowling Green Schools

**Bound to Stay Bound/ First AASL Award:** Kathy Halsey, LMS, Canal Winchester Intermediate School, Canal Winchester Schools

**Bound to Stay Bound/First AASL Award:** Sarah Thornbery, Media Specialist, Springboro Jr. High, Springboro Community Schools

**OELMA Scholarship:** Mary Lynn Minneman, Student, Indiana State University

**J. Allen Oakum Scholarship:** Cathy Leininger, Educational Technology Specialist, Upper Valley Joint Vocational School

Congratulations to all the recipients.



## Focus on the Future

### Cynthia DuChane

INFOhio Project Coordinator  
duchane@infohio.org

INFOhio has always been about the future. In 1989, a few educators in northeastern Ohio wanted to make it easier to share resources within and between their districts. They also dreamed about one day providing all Ohio students with equal access to online resources and sharing information statewide through a single library automation system and union catalog. Today, those dreams are reality. INFOhio has emerged as the state's virtual library touching every K-12 school in Ohio offering online access to millions of educational resources.

The dreams to expand and improve services have never stopped. As we look to the future, there are numerous initiatives and changing technologies that impact our future plans. We must continue to look at the research and what the data can tell us. The two seminal studies guiding us are the *Student Learning Through Ohio School Libraries* and the *2003 OCLC Environmental Scan: Pattern Recognition*.

As we all know, the first study examined the multi-dimensional dynamics of learning through effective school libraries from the student's perspective, while the *Environmental Scan* sought to identify and describe the issues and trends that are impacting and will impact libraries of all types.

We also must look to and work with our state partners. For example, the Ohio Department of Education's Data-Driven Decisions for Academic Achievement (D<sup>3</sup>A<sup>2</sup>) project is a long-term initiative focused on developing the ca-

capacity of educators to have systemic access to data and aligned resources to improve instruction and student achievement.

INFOhio dreamed this dream, too. In 2001 INFOhio and Data for Student Learning, now known as Data Analysis for Student Learning (DASL), saw the need to identify for teachers instructional and intervention resources to meet the learning needs identified by the DASL test performance analysis. INFOhio took the initiative to invite other educational resource providers in the state to explore a shared vision of how resources aligned to Academic Content Standards could be collected and presented to meet these educational needs. That group became known as OPIPSAA, Ohio Partners in Promoting Student Academic Achievement. A small proof of concept prototype pilot involving INFOhio and three other agencies - SPARCC Align to Achieve, Cleveland Municipal School District, and the Ohio Resource Center - was funded by Eisenhower National Clearinghouse and Battelle for Kids and is currently being reviewed.

On April 19, 2005, INFOhio held a symposium for K-12 Ohio content providers, *Changing Learners, Changing Content: Shaping the Future – A Blueprint for Action*. The presentations and discussions focused on implications that the research, various initiatives, and technology have on content, its delivery, and our decisions as we work together to provide effective and appropriate resources for the PreK-12 learning community in Ohio. Teams identified and made recom-

mendations that will be incorporated into the INFOhio Annual Planning Conference in June.

The Planning Conference, *Leading School Libraries into the Future*, will provide three sessions focused on learners, content, and access. Each 90-minute session will have three concurrent presentations from which attendees may choose to familiarize themselves with the research and specific trends. The ensuing discussions will identify the specifications for INFOhio's *Blueprint for Action*, which will be taken up by various workgroups the following day. Graduate credit from Ashland University is available for the conference participants who complete the course requirements.

The impact all these efforts to bring quality resources that meet PreK-12 educational needs have upon school libraries and education in Ohio is huge. The need to be prudent in selecting resources and the need to share those resources is paramount in this time of dwindling financial resources. We should not expect this to be a temporary condition. We must face it head on and allocate resources where they will do the most good.

School libraries MUST get connected electronically if they are to fulfill their vital role in educating our children. Study after study has shown school libraries make a difference in student achievement more than any other single factor. The Ohio Study identifies what vital school library programs look like and do. We are a global society; much learning occurs outside the walls of the school building, and the school library must exist outside the walls that house its physical resources. You must have your library automated, not for circulation and administrative duties but to provide your community access to your resources. If a library's resources are not easily identified and accessed, today's users have other avenues they will take to meet their informational needs. The fact that those may not be as good is irrelevant once they have moved on.

It's been said that the future always arrives a little before we are ready to give up the present. If school libraries are not to be marginalized they must function both in the present and in the future simultaneously.

### Resource List

- 2003 OCLC Environmental Scan: Pattern Recognition <http://www.oclc.org/membership/escan/>
- Data-Driven Decisions for Academic Achievement (D<sup>3</sup>A<sup>2</sup>) [http://www.ode.state.oh.us/data\\_exchange/](http://www.ode.state.oh.us/data_exchange/)
- INFOhio Changing Learners, Changing Content Symposium Resources <http://www.infohio.org/SymposiumAgenda2005.html>
- INFOhio Planning Conference: Leading School Libraries into the Future <http://www.infohio.org/About/meetings.html>
- Ohio Partners for Promoting Student Academic Achievement (OPIPSAA) and Ohio Resource Exchange (ORE) Pilot [http://www.jesmls.org/Battelle/ore\\_info.aspx](http://www.jesmls.org/Battelle/ore_info.aspx)
- Student Learning Through Ohio School Libraries* <http://www.oelma.org/studentlearning/>

## 5<sup>th</sup> Annual School Library Symposium

**Date:** 08/16/2005 - 08/17/2005

**Time:** 9:00 AM - 3:30 PM

**Speakers:**

Keynote August 16th: Dr. Carolyn Brodie

Keynote August 17th: Sharon Phillips  
Denslow, Author

You may also click on this link for more information and to register: <http://www.nolanet.org/eventdetail.cfm?ID=474>

You may receive one semester credit hour from Youngstown State University.

# 2005 Children's Book Awards

## **Newbery Medal**

*Kira Kira* by Cynthia Kadohata (Atheneum)

## **Newbery Honor Books**

*Al Capone Does My Shirts*, by Gennifer Choldenko (Putnam)

*The Voice that Challenged a Nation: Marian Anderson and the Struggle for Equal Rights*, by Russell Freedman (Clarion)

*Lizzie Bright and the Buckminster Boy*, by Gary D. Schmidt (Clarion)

## **Caldecott Medal**

*Kitten's First Full Moon*, by Kevin Henkes (Greenwillow)

## **Caldecott Honor Books**

*The Red Book*, illustrated and written by Barbara Lehman (Houghton)

*Coming on Home Soon*, illustrated by E. B. Lewis and written by Jacqueline Woodson (Putnam)

*Knuffle Bunny: A Cautionary Tale*, illustrated and written by Mo Willems (Hyperion)

## **Coretta Scott King Author Award**

*Remember: The Journey to School Integration*, by Toni Morrison (Houghton)

## **Coretta Scott King Illustrator Award**

*Ellington Was Not a Street*, illustrated by Kadir Nelson, written by Ntozake Shange (Simon)

## **Coretta Scott King Author Honor Books**

*The Legend of Buddy Bush*, by Shelia P. Moses (McElderry);

*Who Am I Without Him?: Short Stories About Girls and the Boys in Their Lives*, by Sharon G. Flake (Jump at the Sun/Hyperion)

*Fortune's Bones: The Manumission Requiem*, by Marilyn Nelson (Front Street)

## **Coretta Scott King Illustrator Honor Books**

*God Bless the Child*, illustrated by Jerry Pinkney, written by Billie Holiday and Arthur Herzog, Jr. (Amistad/HarperCollins)

*The People Could Fly: The Picture Book*, illustrated by Leo and Diane Dillon, written by Virginia Hamilton (Knopf)

## **Coretta Scott King/John Steptoe New Talent Award for writing**

Barbara Hathaway, author of *Missy Violet and Me* (Houghton).

## **Coretta Scott King/John Steptoe New Talent Illustrator Award**

Frank Morrison, illustrator of *Jazzy Miz Mozetta* (Farrar), written by Brenda C. Roberts

**Mildred L. Batchelder Award** for the most outstanding translation of a book originally published in a foreign language

*The Shadows of Ghadames*, by Joëlle Stolz (Delacorte Press)

**Mildred L. Batchelder Honor Books**

*The Crow-Girl: The Children of Crow Cove*, by Bodil Bredsdorff (Farrar, Straus and Giroux)

*Daniel Half Human and the Good Nazi*, written by David Chotjewitz (Richard Jackson Books/Atheneum)

**Michael L. Printz Award** for a book that exemplifies literary excellence in young adult literature

*How I Live Now* by Meg Rosoff (Lamb)

**Michael L. Printz Honor books**

*Airborn*, by Kenneth Oppel (Eos/HarperCollins)

*Lizzie Bright and the Buckminster Boy*, by Gary D. Schmidt (Clarion)

*Chanda's Secrets*, by Allan Stratton (Annick)

**Robert F. Sibert Award** for most distinguished informational book for children

*The Voice that Challenged a Nation: Marian Anderson and the Struggle for Equal Rights*, by Russell Freedman (Clarion)

**Robert F. Sibert Honor Books**

*Walt Whitman: Words for America*, written by Barbara Kerley, illustrated by Brian Selznick (Scholastic)

*The Tarantula Scientist*, written by Sy Montgomery, with photographs by Nic Bishop (Houghton)

*Sequoyah: The Cherokee Man Who Gave His People Writing*, written and illustrated by James Rumford, translated into Cherokee by Anna Sixkiller Huckaby (Houghton).

**Schneider Family Book Award**

**Picture book winner** - *My Pal Victor*, written by Diane Gonzales Bertrand and illustrated by Robert L. Sweetland (Raven Tree Press).

**Middle school award** - *Becoming Naomi León* by Pam Muñoz Ryan (Scholastic).

**Teen award** - Samantha Abeel for *My Thirteenth Winter* (Orchard).

**2005 Laura Ingalls Wilder Medal** for a substantial and lasting contribution to literature for children

Laurence Yep.

**Margaret A. Edwards Award 2005** for Outstanding Literature for Young Adults honoring an author's lifetime contribution in writing books for teenagers

Francesca Lia Block

**Scott O'Dell Award for Historical Fiction** goes to A. LaFaye for *Worth* (Simon).  
illustrated by the author (Simon).

# Collaboration: The Key to Successful Teaching

*[Tipton has been an elementary school teacher, a K-9 library media specialist, and a faculty member at KSU, teaching courses in Instructional Technology. For the past 6 years she has been the Director of the Instructional Resources Center in the College of Education.]*

The Institute for Library and Information Literacy Education (ILILE), at Kent State University is focused on the collaboration between library media specialists (LMS) and teachers to improve information literacy in K-12 education. It is one of the many projects that bring together library media specialists and teachers to spend time developing lesson plans which are based on standards. For two summers, KSU has hosted pairs of teachers and LMSs to come to Kent for two and a half days for a workshop focused on a content area. The end result is the creation of a lesson plan which incorporates the instructional content and information literacy standards. As an extension of this work, participants have had the opportunity to apply for a small grant.

The grant required that they create a staff development opportunity that promotes or enhances information literacy and an information literacy instructional intervention for students. These successful activities offer ideas and opportunities for others to use in their own school. All of the professionals involved have given permission to share their work and their contact information. We hope that you will profit by learning about their work. Please contact the individuals if you want more information about their project. They are happy to share!

## By Mary Tipton

*Co-Director of ILILE and Director of Instructional Technology for the College and Graduate School of Education at Kent State University.*



Cheryle Franklin, Donna Kempton, Gayle Dill and Marge Ford at ILILE Summer Workshop

## Staff Development Projects

### Bowling Green Junior High School

Elaine Ezell, LMS [eezell@bgcs.k12.oh.us](mailto:eezell@bgcs.k12.oh.us)

Melanie Ferguson, Teacher

[mferguson@bgcs.k12.oh.us](mailto:mferguson@bgcs.k12.oh.us)

This team developed a notebook of resources which are available to both students and staff. Entitled “Electronic Resources: Not Just for Librarians Anymore” the notebook included resources in addition to the ones available through the school district. Included are: *Grolier*, *Gale Student Resource Center*, *Opposing Viewpoints*, and *Cobblestone*. The notebooks had a table of contents and were divided by sections. Additional notes were added on special features available for each specific curriculum area.

The notebooks were distributed during monthly curriculum meetings. The team also added information about assignments the teachers in the curriculum area typically made or would find useful such as timelines, research tools, and picture indexes. Each session was customized to meet the needs of the group. The team also shared a lesson to illustrate how easy it is to download and use the resources. During the presentation, the teachers were encouraged to share how they used some of the resources.

The team felt that the inservice program was very successful. They have experienced an increase in interest in the use of the databases. There has also been an increase in the number of teachers coming to the media center to ask for assistance, review database access, and to schedule media center time for their classes. They have also seen an increase in the number of teachers requesting assistance in planning lessons.

### **Campbell City Schools: Memorial High School**

Margaret Ford, LMS [camp\\_mf@access-k12.org](mailto:camp_mf@access-k12.org)

Rosemarie Perry, Special Needs Teacher  
[camp\\_rqp@access-k12.org](mailto:camp_rqp@access-k12.org)

Cheryle Franklin, Donna Kempton, Gayle Dill

This team focused on special needs students and the use of a *Kurzweil 3000* system for students. A workshop was developed for all special needs teachers in the district and regular education teachers in grades 5-8 whose classrooms are implementing inclusion. During the workshop, the team presented a lesson successfully used with high school students on the use of CAT, the online public access catalog and on locating materials in the library. The workshop included instruction about the use of the *Kurzweil 3000* system in both special needs and regular education inclusion classroom.

The team also developed a web site <http://>

[www.Campbell.k12.oh.us/ford/Library/Teacher%20Webs/Special%20Needs/Specialneeds.htm](http://www.Campbell.k12.oh.us/ford/Library/Teacher%20Webs/Special%20Needs/Specialneeds.htm). The site includes resources suited to special needs students as well as handouts used with students and district resources.

Another aspect of the project was to provide instruction on the CAT system and the electronic resources available to special needs students in the high school. One of the results of the instruction is the ability of special needs students in the high school to locate materials in the middle school collection that are more suited to their ability level. They are now able to complete subject, author, and title searches on their own. There are now students checking out materials who had never borrowed from the school library. Another result of the project is the development of a system to transfer materials from the middle school to the high school.

The special needs population can be easily overlooked when providing library instruction. This project is an excellent example of how to provide appropriate resources for this student population.

### **Columbus Diocese – St. Catharine School**

Martha Schindler, LMS

[mschindl@cducation.org](mailto:mschindl@cducation.org)

Donna Brennan, Teacher

[jkbmb@wowway.com](mailto:jkbmb@wowway.com)

The Follett Online Public Access Catalog (OPAC) was the focus of this team's project. Although the workshop day was optional, all of the teachers in their school attended their fall workshop. The principal provided lunch for the group which may have been an incentive for some to attend. The team prepared a packet for the teachers with a sheet defining and explaining information literacy, survey/evaluation/practice sheets, and samples of print options of searches.

During the workshop they led the teachers and the principal through the steps for a variety of searches including: keyword, title, author, subject, series, call number, power (Boolean), and Accelerated Reader searches. They demonstrated how to look at a MARC record to determine the appropriateness of the topic and grade level of the item for their students. They also showed them how to use the *Book Bag* feature to compile a bibliography. Their final topic of discussion was the links on their school Web site home page to local public libraries. The participants then conducted several searches on their own.

Participants indicated that the workshop was excellent in helping them improve their searching techniques, especially the use of the *Book Bag* feature. Teachers are now using this feature to request materials rather than using scribbled notes as they had previously.

#### **Upper Arlington City Schools: Barrington Elementary School**

Carol Collier, LMS [ccollier@uaschools.org](mailto:ccollier@uaschools.org)

Caren Wildman, Teacher

[cwildman@uaschools.org](mailto:cwildman@uaschools.org)

Lauren Kowalski, Teacher

[lkowalski@uaschools.org](mailto:lkowalski@uaschools.org)

This team developed an in-service covering three subscription information databases. Over 40 teachers attended. The *Search It Science* database impressed the teachers with the capability to help them use its Web site to narrow literature choices by length, topic, genre, and grade level. The *Wonder Questions* section is also a great feature in that it allows teachers and students to find books that contain answers to their specific questions. Their site license allows teachers to use the resource from home which makes it even more useful.

The team also planned to share two additional databases: *INFOhio* and *Children's Literature Comprehensive Database*. A server malfunction prevented a thorough discussion during the in-service time. However, the team was prepared for a technology glitch and provided the teachers with a laminated bookmark with the addresses, user names, and passwords for each of the databases. The teachers later explored them on their own time.

### **Student Instructional Projects**

#### **Columbus Diocese: St. Catherine School**

Martha Schindler, LMS

[mschindl@cdeducation.org](mailto:mschindl@cdeducation.org)

Donna Brenan, Fifth Grade Teacher

[jkbdbm@wowway.com](mailto:jkbdbm@wowway.com)

Students in the fifth grade at St. Catherine's felt that they didn't have the Internet searching skills they needed. This team decided to present the students with an overview of the OPAC and information literacy. As part of the project they also decided to create a video of the 5<sup>th</sup> graders using the OPAC system which could be used with younger students. The students got involved by creating storyboards of their scenes and learning to use the video camera. The technology teacher was involved by helping the students learn how to edit their videos. Although these students made the LMS promise not to share the results with other schools and older students in the school, they did agree that it could be used with the younger students. The project has allowed the LMS to use the video with students who need more review and practice. It has also provided a way for students with advanced abilities or special writing or technology skills to use them for a project that will help others.

### **Fairview Park Schools: Parkview Intermediate School**

Gail Dill, LMS [fpfis\\_gd@leeca.org](mailto:fpfis_gd@leeca.org)  
Laura Ponsart- Teacher [lponsa@leeca.org](mailto:lponsa@leeca.org)

The focus of their information literacy instruction for students was an introduction to the differences between primary and secondary sources using the theme of the settlement of Ohio. They discovered *Sketches of the Life and Adventures of Jacob Parkhurst*, a gentleman's first-hand account of his family's move to Ohio during his early childhood. They also used an article from *SIRS Discoverer* for their secondary source called *Gentle Pioneer: Johnny Appleseed*. Using their school Web site, they added the link to these resources through the bookmark page.

Using examples of both primary and secondary sources, they led the students through exercises to determine the features of both types of resources. A teacher created a family scrapbook, and the American Memory memoir helped the students understand the differences. A list of items was then given to students to classify as either primary or secondary sources. Their successful completion of the exercise helped the team determine that the instruction had been successful.

### **Twinsburg Schools: Bissell Elementary School**

Cinda Dehner, LMS  
[cdehner@twinsburg.k12.oh.us](mailto:cdehner@twinsburg.k12.oh.us)  
Leslie Smith, Third Grade Teacher  
[lsmith@twinsberg.k12.oh.us](mailto:lsmith@twinsberg.k12.oh.us)

This team collaborated to produce a project focused on boys and literacy for both enjoyment and learning. The project was introduced to the students through the use of a guest storyteller, Robin Echols Cooper, and children's author Shelly Pearsall. Prior to these visits, the LMS talked to students about the types of stories they

would hear and were introduced to books that were similar to the storyteller's program and the author's book. Both experiences were excellent and sparked an interest in reading in many of the boys.

In an effort to continue the interest in reading, the LMS worked with students during their library classes to discover their areas of interest. The collection was then enhanced with both fiction and non-fiction books on these topics. Their research about boys and reading indicated that boys prefer non-fiction books. The team encouraged the boys to read fiction books on the same topic as their interests. They continued to promote the new books through booktalks and encouraged teachers to choose them for read-aloud activities.

### **Conclusion**

These successful activities are the result of planning and collaboration between school library media specialists and teachers. Although most found that collaboration takes more time and effort than working independently, the benefits outweigh the extra time required. Co-teaching lessons, sharing resources, and most of all, planning together makes for much richer experiences for the students. This collaboration also highlights the role of the library media specialist as a teacher in addition to her library role.

This article highlights just a few of the ILILE lessons and projects that have resulted from a variety of activities. We hope you will visit our web site <http://www.ilile.org> where there are lesson plans, pathfinders, and many other resources that you might find useful as you look forward to the next school year and the challenges a new year brings.

*Resource list continued on p. 28.*

Continued from p. 27

## Resources Mentioned in Articles

American Memory Project, Library of Congress

<http://memory.loc.gov/ammem/>

Children's Literature Comprehensive Database

<http://www.childrenslit.com/home.htm>

Cobblestone

<http://www.cobblestonepub.com/pages/librar.html>

Follett - OPAC

<http://www.fsc.follett.com/>

Gale Resources

<http://www.gale.com>

Grolier

<http://www.scholasticlibrary.com/grolierdocs/home.html>

INFOhio

<http://www.infohio.org/>

Kurzweil 3000

<http://www.kurzweiled.com/>

Opposing Viewpoints

<http://www.gale.com/OpposingViewpoints/>

Robin Echols Cooper

[http://www.morleylibrary.org/robin\\_echols\\_cooper.htm](http://www.morleylibrary.org/robin_echols_cooper.htm)

Search It Science database

<http://searchit.heinemann.com/>

Shelly, Pearsall

Trouble Don't Last. A story of the Underground Railroad in 1859. (2002) Knopf.

Sirs Discoverer

[http://www.proquestk12.com/productinfo/sirs\\_discoverer.shtml](http://www.proquestk12.com/productinfo/sirs_discoverer.shtml)

## Central Region Update

The Central Region just finished another successful round of professional development workshops this May with another series coming this fall. Plans are in the works for sessions on topics such as effective presentations, graphic novels, management, Internet safety, and media literacy. Susan Yutzey has again agreed to be our instructor of record with our classes to be held on Thursdays at the State Library of Ohio. Contact Kathy Halsey or Cynthia DuChane for any questions or to suggest a topic or speaker! Graduate credit will again be offered for this popular series!

Please join us this fall for "Librarians Who Read," an informal group of Central members who meet to discuss their favorite "new reads" in a casual atmosphere. Started by Liz Deskins, this group meets monthly during the school year around 4:30-ish (according to Liz), at the Mill Run Panera. All librarians K-12 are invited to this lively group. Liz will send out an e-mail to the OELMA e-list in August. Expand your knowledge of books which grab kids' attention and share food and fun with your Central region colleagues! For more information, Liz can be reached at [liz4lib2000@yahoo.com](mailto:liz4lib2000@yahoo.com).

## The 1<sup>st</sup> Information Literacy Summer Summit

### *It is Not Just What, but How Students Learn: the Role of Information Literacy in Today's Classroom!*

**Where:** Dublin, Ohio

**Time:** 8:00 AM-3:30 PM

**Program emphases:**

- Content integration
- Student cognitive and metacognitive thinking strategies
- Effective use of multimedia and technology tools
- In-depth application of the important nexus between the Ohio academic content standards, technology standards, and school library guidelines for lesson design.

For the brochure, go to <http://infohio.org> > "New and Upcoming" > "Professional Development Opportunities"

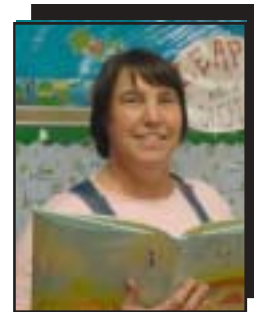
Online registration is available at <http://www.hcesc.org/pdevents>.

Registration deadline is July 19.

Cost: \$280.00

Graduate credit is available from Ashland University

# The Mostly True Confessions of a Girl Librarian who Doesn't Read Boy Books



Lately there has been a real buzz about boys and reading. Really, this dilemma has always been around; it is boys and lower reading test scores that are causing the commotion. Honestly, were any of us really surprised to learn that boys score lower on standardized reading tests? I think if we researched the topics of standardized reading tests texts, we would understand why these don't engage boys and so partially explain their resulting scores.

Research (Gurian) shows that boys need sound, color, motion, or physical stimulation to get engaged in a book. How many reading groups have you observed that encourage multiple voices reading out loud, moving around the room, or spontaneous outbursts of laughter? Given a choice, which doesn't happen often enough, boys want humor (gross is best), graphic novels, sports and cool non-fiction, adventure, fantasy, or a scary book (not in any particular order). Often, because of our studies of what makes "good literature," we are reluctant to purchase books that may be considered by our professional standards to be less desirable: *Captain Underpants* or *Goosebumps*, just to name a few.

How can we turn this age-old dilemma around? We need to rethink the ways we present and promote literature to our students, especially boys. While many of us have token copies of "boy" books such as: a dog-eared *Maniac Magee*, most of the Jon Scieszka titles, and some really ratty *Sports Illustrated for Kids*, as keepers of the library collection we need to actively refresh and replenish this "genre." This means not only buying enough copies of these above named titles

## By Liz Deskins

*Liz Deskins is an Elementary Library Media Specialist at J.W. Reason Elementary School in Hilliard and an Adjunct Professor of Children's Literature and Library Science courses at Ohio Dominican University.*

and more; we need to include these titles in book talks, reading lists, and accept these titles as book report choices. Friends, not only should we "walk the walk" by at least having these kinds of book in our collections, but we need to "talk the talk" by restructuring our libraries in the following ways.

Let's start by looking at our book groups. The location we use to host these groups should: contain materials to make posters or story boards so that these active learning students can concretely demonstrate understanding of a story plot; have plenty of open floor space for acting out parts of the books; and provide a place for students to move around as they read, or even lie down if it makes them more comfortable. All of these things will require many conversations with the principal (to make sure he realizes that while this book group does not necessarily look the same as other groups throughout the building, there is still powerful learning happening), classroom teachers (to be sure they can support these new and different book choices from their male students as acceptable for book reports and reading assignments), and even parents (can Johnny really be doing his reading homework if he is reading *The Day My Butt Went Psycho*)?

While all of these concerns are potential challenges, I prefer to see them as opportunities to bring us all

together to work to leave no (boy) child behind in the education jungle. I silently send out an apology to Charlotte Huck as I check out *The Guinness Book of World Records* to the same boy for the umpteenth time, and I do plan to use the impulse “shopping” strategies of the grocery store check-out line to say, “Well, if you like the *Animorph* series, I’m sure you would like to try this book by Gary Paulsen.” After all, old habits die-hard!

## Boys and Reading Pathfinder

### Professional books

Brozo, William G. *To Be a Boy, To Be a Reader: Engaging teen and preteen boys in active literacy*. (2002). Newark, DE: International Reading Association.

Gurian, Michael and Arlette C. Ballew. *The Boys and Girls Learn Differently Action guide for Teachers*. (2003) San Francisco: Jossey-Bass.

Smith, Michael W. *Reading. Don’t Fix No Chevys: literacy in the lives of young men* (2002). Portsmouth, NH: Heinemann.

Sullivan, Michael. *Connecting Boys With Books: What libraries can do*. (2003) Chicago: American Library Association.

### Web sites

<http://www.geocities.com/talestoldtall/BooksforBoys.html>

Michael Smith’s Web site with a comprehensive book list for boys.

[www.guysread.com/](http://www.guysread.com/)

Jon Scieszka’s Web site; what he calls, “a resource for cool guy books.”

<http://www.washingtonpost.com/wp-dyn/articles/A35057-2005Mar14.html>

The Washington Post article on boys lagging reading scores.

### Online Articles (found through Infohio’s Ebsco Search)

“Books for boys.” *Reading Today*; Aug/Sep 2004, 22(1), p. 20.

Jones, Patrick and Dawn Cartwright Fiorelli. “Overcoming the Obstacle Course: Teenage boys and reading”. *Teacher Librarian Magazine*, Feb 2003, 30(3).

McFann, Jane. “Boys and books”. *Reading Today* Aug/Sep 2004, 22(1), p.20, 2p.

St. Lifer, Evan. “Tending to Johnny”. *School Library Journal*; Aug 2004, 80(8), p.11.

Smith, Susannah. “The Non-Fiction Reading Habits of Young Successful Boy Readers: forming connections between masculinity and reading.” *Literacy*, Apr 2004, 30(1), p. 10.

Sullivan, Michael. “Why Johnny Won’t Read”. *School Library Journal*; Aug 2004, 50(8), p. 36.

### Liz’s List of Sure-Fire Boy Books

(She vows to have them cataloged and very visible by the beginning of the next school year!)

### Picture books

DiTerlizzi, Tony. *Jimmy Zangwow’s Out-of-this-World, Moon Pie Adventure*.

Park, Barbara. *Psssst! It’s Me—the Bogeyman*.

Pilkey, Dav. *Dogzilla*

*Katkong*

San Souci, Robert D. *The Boy and the Ghost*.

Tunnell, Michael O. *Halloween Pie*.

### Chapter books

Hobbs, Will. (All of them)

Korman, Gordon. *No More Dead Dogs*.  
*Chasing the Falconers*, first in the *On the Run* series.

Lawrence, David. *Horace Splattly, the Cupcaked Crusader*.

Lasky, Kathryn. *Guardians of Ga'Hoole series*.  
 Pilkey, Dav. *Captain Underpants* (yes, all of them!)  
 Pinkwater, Daniel Manus. *Fat Men from Space*.  
 Winkler, Henry and Lin Oliver. *The Mostly True Confessions of the World's Best Underachiever series*.

**Nonfiction** to include: all the sports, even rugby! Sharks, snakes, dinosaurs, wars (or at least books about historical weapons), mythical creatures like Big Foot, and whatever else the budget allows!

## **TEAMS Award - Teachers and Media Specialists Influencing Student Achievement**

Thomson Gale and *Library Media Connection* magazine have partnered to create the TEAMS Award - **Teachers and Media Specialists Influencing Student Achievement**. The TEAMS Award recognizes and encourages the critical collaboration between the teacher and media specialist to promote learning and increase student achievement. All K-12 public and private schools in the United States and Canada are eligible for the TEAMS Award, which will be presented at a special reception held in conjunction with the American Association of School Librarians (AASL) national conference in Pittsburgh, Pennsylvania, in early October 2005.

The three winners who are selected will receive:

- \$2,500 (U.S.) cash award
- Thomson Gale products (approximate value \$500 U.S.)
- A one-year subscription to LIBRARY MEDIA CONNECTION, the professional magazine for school library media and technology specialists (approximate value \$69 U.S.)
- Educator's Professional Bookshelf (approximate value \$500 U.S.) from Linworth Publishing, Inc.
- In addition, the winners will be featured in an article in LIBRARY MEDIA CONNECTION in the 2005/06 school year.

A panel composed of education industry professionals and Thomson Gale staff will evaluate the nominations based on:

- Demonstrated collaboration between media specialists and teachers during the 2004/05 school year
- Effective techniques that positively impact student learning and achievement

- Support received from school leadership
- Ability for others to replicate this best practice

### **Submission Requirements:**

- The nomination may be submitted by a library media specialist(s), teacher(s), principal(s), student(s) or parent(s)
- All nominations must be received by **September 9, 2005**

There is no entry fee. However, each nomination must include:

1. A completed submission form with appropriate attachments. Details and form available at <http://www.oelma.org/news/Teamsawardform.pdf>
2. A one-page letter of recommendation/support from your school's principal or assistant principal
3. A signed release form (found at <http://www.galeschools.com/TEAMS>)
4. A photograph of the collaborating media specialist/teaching team

**Please mail or e-mail (to be received by Sept. 9, 2005) your submission to Kimberly Gabbert, Thomson Gale Corporate Communications Manager, at:**

Thomson Gale  
 27500 Drake Rd.  
 Farmington Hills, MI 48331  
 OR [Kimberly.Gabbert@thomson.com](mailto:Kimberly.Gabbert@thomson.com)

Please visit the OELMA web site at <http://www.oelma.org/news/Teamsawardform.pdf> for the submission form for more information or visit <http://www.galeschools.com/TEAMS>. Remember, the deadline for submissions is September 9, 2005.

# A Challenge to Incorporate Media Literacy into the Library Program

In April I had the privilege of attending a Media Literacy workshop presented by Frank Baker during one of our district's professional development days. I have to admit that normally my mind wanders a lot during long days of presentations but not on this day. Frank's workshop was very informative and engaged the audience the whole time by providing and modeling with us activities that one could actually use with students. Many of his activities and lesson plans are available on his Web page.

Frank started out by challenging everyone to dedicate a year to media literacy. At a minimal level, this may even be accomplished through the creation of five bulletin boards throughout the year dedicated to media literacy. Frank explained that while the topic of media literacy first showed up in curriculum guides as long as 35 years ago, most people still don't feel comfortable with media literacy. (I could even feel a bit of tension myself, as in, how do you do that? I taught it some at the elementary level but have not really focused on it at the high school level except as part of the Big Six Skills: Evaluation of Materials.)

Over the years, Frank has compared media literacy standards of various states and encouraged us to take a good look at the *Academic Content Standards Library K-12 Guidelines for Ohio* as they are very good and well-written. He also made the point that media literacy is separate from a video production class—but should also be taught as part of any video production exercises. Since we brought him in to present for our district, he has generously made his *Power Point* presentations available to our district which will make the lessons much easier to repeat with the students.

I have decided that I will accept this challenge. I think it will be quite interesting and will really get the kids involved as they are bombarded with media all the time.

by **Janice McDonald**

*Library Media Specialist,  
Fort Hayes Metropolitan  
Education Center  
(High School and Career  
Center)  
Columbus Public Schools  
jmtoad@yahoo.com*



In planning for next year, some of Frank's ideas that I plan to follow through on are:

A. Placing the list below on every computer (although it would work for any media), and referring to it every time I work with a class doing research:

### **Critical inquiry: Questioning**

- Who produced the message & why?
- For what purpose(s)?
- For which audience(s)?
- What techniques are used to attract attention and increase believability?
- What lifestyles are promoted & why?
- Who or what might be omitted?

B. Creating five bulletin boards dedicated to media literacy throughout the year.

C. Using his lesson: *Is Seeing Believing?* (Resources for teaching about the manipulation of photographic images) (<http://medialit.med.sc.edu/isb.htm>)

D. Using more of his lesson plans as a starter.

Take some time to go through Frank's Web page at <http://medialit.med.sc.edu>. Lesson plans, background readings, and links to relevant information and sites are available through this Web site.

Consider dedicating a year yourselves to the concept of media literacy even if only through creating a few bulletin boards. I'm sure as with everything else, it will get easier as we start teaching media literacy to our students. I believe it will pay off many times over.

If you get a chance, ask Frank to present for your district. Thanks Frank.