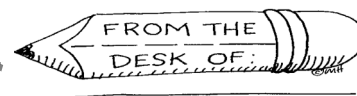




Important Information from Cindy Keller, Department Chair



During the 2009/2010 academic year, SL&IT faculty will be working on a number of changes to comply with new guidelines of the national accrediting agency, NCATE (National Council for Accreditation of Teacher Education). These guidelines are mandated by ALA and AASL for all accredited school library programs.

The most significant change affects LSC 5564, Seminar in School Librarianship, which will combine with LSC 5562, Practicum in School Librarianship. Starting Fall 2010 **ALL** students will have to take **LSC 5565, School Library Practicum**. The new course will be required not just for school library certification, but for the Masters degree as well. However, there will be two versions of this course, for either one or three credits.

For those students who are already certified school library media specialists and have worked for at least one year as a school librarian prior to their final semester, a one-credit course will be an option. To pass the one-credit Practicum students will complete several assignments and finalize their electronic portfolio. Students without certification and/or work experience will need to complete a 100-hour field experience in a school library under the mentorship of a certified SLMS, in addition to submitting assignments and an e-portfolio.

Other projected changes for the Fall 2010 semester include:

Course Deletion / New Courses:

1. LSC 5520 Cataloging and Classification in an Electronic environment will be split into two separate courses. Students, working with their advisor, will select **either** **LSC 5521**, Introduction to Cataloging and Classification in the School Library or **LSC 5522**, Advanced Cataloging and Classification in the School Library. The two alternatives will continue to be 3-credit courses.

Name Changes:

1. LSC 5505: Core Resources —> **Children's and Young Adult Literature**
2. LSC 5510: Electronic Delivery —> **Technologies for School Libraries**
3. LSC 5545: Access and Legal Issues in the Information Age —> **Access and Legal Issues in the School Library**

These changes are designed to improve the overall SL&IT program. Please contact your advisor or me if you have any questions.

Edited by Elizabeth Lorenz
Graduate Assistant, SL&IT Program & North Hall Library

From the Desk of Larry Schankman

Several students have reported problems when attempting to upload (attach) a file in Blackboard. The most common error message reads, "**Please enter a valid file.**" Though it's possible the file is not valid, possibly due to a missing or incorrect file extension (e.g. **.doc** for Word documents), the most likely problem is related to an issue exclusive to version 3.0 and 3.5 Firefox browsers on a PC (Mac users are not affected by this particular problem).

Since many FF 3.0 and 3.5 users do not experience the problem it is likely that the issue is related to a third-party add-on or extension. The most likely suspect is the program, [Java](#), which allows web browsers to support advanced features, such as the visual editor in discussion boards and file attachments. Often installation of a new version can solve Java-related problems.

To complicate matters, the Presidium Help Desk technicians advise callers to downgrade their Firefox to version 2, which was the version approved in 2006 for our aging version of Blackboard (we use version 7.3, though the latest version of Bb is 9.0). **This advice is fraught with peril.** Using older browsers is inherently dangerous, since they often fail to accommodate newer web sites and the vendor no longer provides security patches and updates, making them vulnerable to attack. In fact, the creators of Firefox (Mozilla) ended support for version 2 in 2008. There is a solution at the server level, but assuming the folks who maintain Blackboard for our university system opt not to apply it (I made the request and they are considering it), users who experience this problem should try one of three options:

1. Use Internet Explorer or Safari
2. Install a newer version of [Java for Firefox](#) from java.com.
3. If all else fails, install [Portable Firefox](#), a special version of FF 2.0 that runs separately from newer versions, so you need not uninstall your good version for all other web sites (or until the problem is fixed at the sever level).

SL & IT Students Hired for New Library Positions!

- ◇ Dawn Davis is now a primary SLMS for Indian River Central School in Philadelphia, NY. Dawn will start as a long term sub and transition into a permanent position.
- ◇ Deb Hornberger was hired as the elementary librarian for the Juniata School District in PA. She will be responsible for 5 schools in the district.
- ◇ Tera McFarland, 20-year veteran educator, is the new librarian for Exeter Township Senior High School (PA).
- ◇ Dorothy Edwards was hired at Suitland High School in Forestville, MD, where she had been teaching English.
- ◇ Susan Bullard was hired at Pau-Wa-Lu Middle school in Gardnerville, NV! Susan graduated last December.



Congratulations to all on your new positions!

Intellectual Freedom Update Helen Adams LSC 5545, Access and Legal Issues Instructor

During the American Library Association Conference in Chicago in July, the ALA Intellectual Freedom Committee on which I serve as a member worked on a number of documents related to intellectual freedom, and all have relevance for school librarians. This work was done to meet emerging needs, keep the current statements "fresh," and to prepare for the next (8th) edition of the *Intellectual Freedom Manual* expected to be available to librarians in June 2010. The following **Library Bill of Rights** interpretations were completed:

- Minors and Internet Interactivity: An Interpretation of the Library Bill of Rights (new)
- Importance of Education to Intellectual Freedom: An Interpretation of the Library Bill of Rights (new)
- Access to Digital Information, Services, and Networks: An Interpretation of the Library Bill of Rights (revised)
- Labeling and Rating Systems: An Interpretation of the Library Bill of Rights (revised)



All the documents were approved by ALA Council on July 15, 2009 and can be located in alphabetical order at <http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/default.cfm/>.

“Services to Persons with Disabilities: An Interpretation of the Library Bill of Rights,” was adopted earlier by ALA Council during the 2009 Midwinter Meeting in Denver, CO. It is located with the other interpretations.

The new “**Minors and Internet Interactivity: An Interpretation of the Library Bill of Rights**” is especially important to school librarians who are trying to encourage the use of Web 2.0 tools in their schools. The first paragraph emphasizes that minors have First Amendment rights online stating, “The rights of minors to retrieve, interact with, and create information posted on the Internet in schools and libraries are extensions of their First Amendment rights.” (ALA, Minors) The interpretation acknowledges that students will use interactive Web tools for academic purposes as well as for personal creative expression and social interaction. It concedes that two competing issues when minors use social technologies- the right to free expression and the concern for students posting personally identifiable information. The interpretation speaks to the fact that filtering social network sites is not a solution; a more effective strategy is teachers and librarians educating students to “participate [online] responsibly, ethically, and safely.” (ALA, Minors) Parents’ responsibilities include “by communicating their personal family values and by monitoring their children’s use of the Internet.” (ALA, Minors) Because of its controversial nature, the interpretation took two years to reach consensus on the final text.

The ALA Intellectual Freedom Committee currently is drafting a policy on library services to prisoners including incarcerated youth and a “Q & A on Religion in American Libraries,” which includes guidance to school librarians. It is also revising the “Q & A on Labeling and Ratings Systems” which will be useful to school librarians being pressured to organize and label selected books in their libraries based on computerized reading programs. It is expected that these documents will be completed in January of 2010 when the committee meets during ALA Midwinter Conference in Boston.

Banned Books Week will be celebrated September 26-October 3, and this year's promotional buttons and bookmarks request that readers:

- KNOW the First Amendment
- SPEAK your mind
- READ banned books.

Information on Banned Books Week is located at:

<http://www.ala.org/ala/issuesadvocacy/banned/bannedbooksweek/index.cfm/>

ALA's promotional materials are available for sale online at:

<http://www.alastore.ala.org/detail.aspx?ID=2707>

During the ALA Annual Conference in July, ALA Council also approved another resolution related to the **USA PATRIOT Act**. Several sections, including Section 215, which impact the privacy of library and bookstore patrons are due to sunset on December 31, 2009. Congress will be discussing reauthorization Section 215, and ALA's most recent resolution requests that Congress let it expire. Section 215 allows federal law enforcement officials to request secretly library records and imposes a gag order on those receiving the records' request.

For those students who have completed LSC 5545, you read the interview by Barbara Bailey who described being one of four librarians who were under gag order in a federal library records lawsuit contesting the gag order in Connecticut. Her interview is located at:

<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/knowledgequest/kqwebarchives/v36/362/362bailey.cfm>

The **Freedom to Read Foundation** celebrated its 40th birthday during the ALA Conference. If you are not familiar with the FTRF, it was established as the legal defense arm of the American Library Association and is a separate entity with its own governing board. It engages in litigation to support freedom of speech and of the press and provides grants to those individuals and groups to help support their litigation. Most recently the FTRF provided a grant to supporters of a multiple book challenge at the West Bend Public Library in Wisconsin. More information on the FTRF is available at:

<http://www.ala.org/ala/mgrps/affiliates/relatedgroups/freedomtoreadfoundation/index.cfm/>

For those of you who are unaware, **Judith Krug**, long-time Director of the ALA Office for Intellectual Freedom, founder and director of the Freedom to Read Foundation, initiator of Banned Books Week, creator of the first *Intellectual Freedom Manual*, and defender of First Amendment free speech rights died in April 2009. An overview of her life and exceptional career is available at:

<http://www.ala.org/ala/newspresscenter/news/pressreleases2009/april2009/oifkrug.cfm/>

References

"Minors and Internet Interactivity: An Interpretation of the Library Bill of Rights." American Library Association. Office for Intellectual Freedom, July 2009. Web. 10 Aug. 2009. <<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/minorsinternetinteractivity.cfm>>.

SIZZLING HOT MLA by Jean Tuzinski

I know, I know, I know! Just when you thought you knew everything about MLA, the rules change. The best news is that it is probably for the better! One look at the 7th edition and I was hooked on the new look of MLA, a subject that is not exciting but a necessary detail to master on the path of academic achievement. Here is a brief overview of the changes.

Website with activation code: The 7th edition *MLA Handbook for Writers of Research Papers* has a website associated with it. When you purchase this text, you receive an activation code. When you login to www.mlahandbook.org, use the personal activation code inside the back cover, and you get a complete, searchable copy of the book.

You can easily search the online version of MLA by entering keywords into the search box at the top of the web page. I entered “online databases” and found two areas with information that I could consider using: [1.4.6. Full-Text Databases](#) and [5.6.4. A Periodical Publication in an Online Database](#). When I clicked on these links, the website sent me directly to the area of MLA with no page turning necessary.

Format: The format of a paper must be double spaced, font-size 12, one inch margins, and one space after a period. Check with your instructor to see what Font is preferred.

Medium Designation: Each citation must include a medium designation. This is the type of material that is being used. Some medium designations are: Print, Web, CD, Film, Television, Radio, laser disc, Sound film-strip. You can find many examples in 5.7 of the *MLA Handbook for Writers of Research Papers*. An example of our newest AASL text would look like:

American Association of School Librarians. *Empowering Learners; Guidelines for School Library Media Programs*. Chicago: American Library Association, 2009. Print.

Italics for titles: All titles are now in italics and should not be underlined.

Old: Empowering Learners; Guidelines for School library Media Programs.
New: *Empowering Learners; Guidelines for School library Media Programs*.

Web citations have changed dramatically.

- ✓ **No URLs.** MLA no longer requires the source of the online materials. No longer must you use URL or the library where a database was found. You still must use the online database title and the date accessed. And, you now need the medium or the **Web**.
- ✓ Because Web addresses change often and sometimes appear in multiple places on the Web, MLA explains that most readers can find electronic sources via title or author searches in Internet search engines. So the URL is no longer required unless your instructor specifically asks you to include it. If so, use the example in 5.6.1, Figure 29 of your MLA text.

Old:	Schreiter, Robin. "Life as an Online Instructor." <i>Librarian's Journal</i> 15 October 2001: 90-91. <i>Academic Search Premier</i> . EBSCOhost. North Hall Library, Mansfield, PA. 14 Oct. 2002 < http://search.epnet.com >.
New:	Schreiter, Robin. "Life as an Online Instructor." <i>Librarian's Journal</i> 15 October 2001: 90-91. <i>Academic Search Premier</i> . Web. 14 Oct. 2002.

So, count your blessing. The new edition of MLA has been simplified just for you. Embrace it for now, as I am sure that somewhere in our future there will be another incarnation.

Works Cited:

MLA Handbook for Writers of Research Papers. 7th ed. New York: The Modern Language Association of America, 2009. Print.

**Great News from Ohio: School Librarian Funding Passes
Ohio Legislature
Marie Sabol- 2009 OELMA President**

Starting in fiscal year 2010, under Governor Ted Strickland's evidence-based Education Reform and Funding Plan, over the next ten years, Ohio will phase in funding for licensed librarian and media specialists in Ohio's schools. For each Organizational unit as defined in Section 3306.04 of [HB 1](#), \$60,000 will be phased in for "The licensed librarian and media specialist factor." The organizational units will be determined by dividing the number of students in the district by grade levels (418 students in grades K-5, 557 in grades 6-8 and 733 in grades 9-12). In smaller school districts the number of organizational units is one unit; each district will have at least one organizational unit regardless of the formula ADM.

On Monday, July 13, the Ohio Legislature's [Conference Committee](#) voted to accept HB1 as voted on by Ohio's House of Representatives. In Sec. 3306.10. (A), lines 41188 through 41207 are based on Governor Strickland's [Evidence-Based Education Reform and Funding Plan](#).

(A) The technology resources support component of the adequacy amount for each city, local, and exempted village school district is the sum of the following:

- (1) The licensed librarian and media specialist factor;
- (2) The technical equipment factor.

(B)(1) The licensed librarian and media specialist factor shall be calculated by multiplying the number of the district's organizational units times \$60,000.

(2) The technical equipment factor shall be calculated by multiplying the district's formula ADM times \$250.

(C) The licensed librarian and media specialist factor and the technical equipment factor for each city, local, and exempted village school district shall be adjusted by multiplying the calculated amounts by 0.20 in fiscal year 2010, by 0.30 in fiscal year 2011, by 0.40 in fiscal years 2012 and 2013, by 0.60 in fiscal years 2014 and 2015, and by 0.80 in fiscal years 2016 and 2017.

(D) Each school district shall account separately for the amounts received for technology resources support under this section and report that information to the department of education.

The following organizations were responsible for supporting the campaign: Academic Library Association of Ohio and AASL for their involvement with the Partnership for 21st Century Skills.

New on the shelves of North Hall Library

Fran Garrison (MU Library)



To Borrow These, or Any Other Materials

- ◇ Complete the ILL request form found on the library web site.
- ◇ The first time you use the ILL form be sure to check that you are a distance ed. student, and then we will know to mail the items to you.

Protecting intellectual freedom in your school library: scenarios from the front lines by Pat R. Scales, American Library Association, 2009. Call No.: Z 675 .S3 S258 2009

From the publisher's website: Pat Scales uses her experience and expertise to offer an intellectual freedom title tailored to the school library environment. This title presents a number of scenarios in which intellectual freedom is at risk and includes

- Case studies that provide narrative treatment of common situations tailored to your library type
- Easy and motivating ways to prepare new hires for handling intellectual freedom issues
- Sidebars throughout the book that offer sample policies, definitions of key terms, and analysis of important statutes and decisions
- Detailed information on how to handle challenges to materials in your collection

Seven Steps to an award-winning school library program by Ann M. Martin, Libraries Unlimited, 2005. Call No.: Z675.S3 M2734 2005

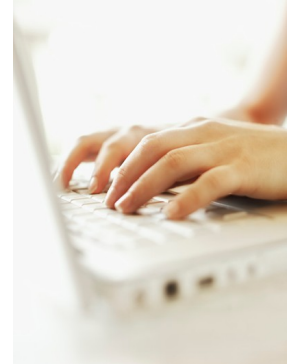
From the publisher's website: In 1998 the American Association of School Librarians (AASL) published its current guidelines, *Information Power: Building Partnerships for Learning* as a vision for school library media programs. The AASL National School Library Media Program of the Year (NSLMPY) Award application is based on criteria delineated in those guidelines. This book is an in-depth look at providing a framework for program implementation that can lead to national award-winning recognition. The book is based on the author's experience as a winner of the 2002 AASL NSLMPY Award, and its recommended processes, guidelines, and advice are a blueprint to construct an award-winning program that will enhance your students' learning experience whether or not you choose to apply for the AASL award. Chapters include information on team building, collaboration with faculty and staff, building a needs assessment, and analyzing results, problem solving, training modules for staff development, and application procedures for the NSLMPY award. A helpful bibliography and extensive appendix of helpful and necessary documents and forms are also included.

Facilities planning for school library media and technology centers by Steven M. Baule, Linworth Pub., 2007. Call No.: Z675.S3 B38 2007

From the publisher's website: Learn the keys to success for school facilities of the future: flexibility, planning, expendability, and security. This step-by-step guide offers all the technological and practical information needed to make a functional, enduring, and accommodating library for the future. Written by a practicing school superintendent, this book includes checklists, forms, and timelines to guide you in your library planning journey. Use this book to become the leader on your facilities planning team today!

AASL Announces New Online Course

AASL will offer a four-week online course, "The Path to Collaboration: Making it Happen," this fall, starting Oct. 5. Participants will have the option to earn two graduate credit hours upon completion. The course is an excellent primer for school library media specialists and library media students to learn how to effectively build partnerships according to AASL's "Empowering Learners: Guidelines for School Library Media Programs." Participants will learn how to identify and analyze the factors that contribute to successful collaboration with teachers. The course will be facilitated by Marilyn Heath, the author of "Electronic Portfolios: A Guide to Professional Development and Assessment."



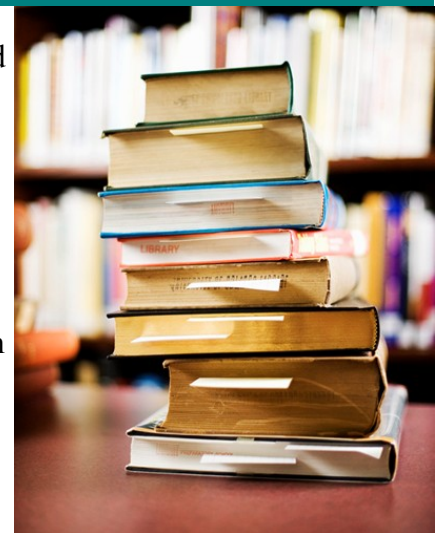
Federal Funds Complete Salamanca LMC's Makeover By Rebecca Nannen

What library couldn't use a little revitalization? The need to update titles and technology is constant as new resources and technological developments are practically available daily. Keeping current could be a challenging yet exciting aspect of the school library media specialist's job, but then there is that pesky issue of funding. If the library has no budget, it is not likely to receive the updates necessary to keep it a vital part of the school's academics.

Let me introduce you to the Salamanca High School Library Media Center in Salamanca, New York. Over the years, a number of factors have combined to severely limit its resources. Because Salamanca is a high-poverty district, no budget within the system ever seems adequately funded. In fact, the high school's LMC worked essentially without the ability to buy new books for many years, resulting in an antiquated collection, average age: 1977.

To make matters worse, we have recently undergone a major construction project, and the library has been displaced for four years. During this time, many of the books have been in boxes. For the first two years, only computer stations and a small portion of the fiction collection were easily accessible (although our devoted SLMS would locate anything she could from storage). Within the last two years, the library upgraded its digs to a slightly larger space, and a slightly larger portion of the collection made it onto shelves. However, these conditions are quickly changing and the LMC at Salamanca High School will look significantly different in the fall!

Most importantly, the library system within the Salamanca City Central School District has received a federal grant worth more than \$289,000, effective September 1, 2009 through August 31, 2010. The district's curriculum coordinator located the grant posted on the government's web site, grants.gov, and spent more than twenty hours researching and writing the proposal. She interviewed the librarians and other staff members and analyzed a plethora of data. Although a collection analysis from Follett's TitleWise was a huge help, many hours were spent interpreting the information in those reports and connecting them to the current needs of students and the curriculum in order to determine the most significant areas of weakness.



Through an analysis of student test data, it was noted that our students struggle with expository material. Not surprisingly, the district's nonfiction collections were most in need of attention. As a result, a significant amount of the grant was written to provide essential updates in this area. Also being updated is technology. Smartboards and the collaborative software [Ed. VoiceThread](#) are examples of what teachers will have access to in the fall. This summer, the curriculum coordinator who secured this grant participated in the SL&IT course Library Advocacy for Administrators. She found the experience to be extremely eye-opening. In retrospect, she now believes she would have written for additional professional development and collaboration opportunities had she taken the course before she wrote the proposal.

In the high school, we are particularly excited because not only will we be receiving new resources, but we will finally have a new library in which to house them. The new LMC is spacious enough to accommodate two classes at one time, especially if both the instructional areas and computer terminals are being used, in addition to students from study halls. There is comfortable seating for reading, studying, and collaborating for teachers and students, and there is ample room for the new resources that will soon be arriving. This new setting, symbolically located in the center of the two academic wings, is perfect place to foster increased collaborative relationships that will take advantage of the new resources we have been fortunate enough to acquire.



NoodleTools as a 21st Century Informational Tool

By Candy Blessing

Whether you are a 21st-Century learner of any age, a school librarian, and/or a content area teacher, you will want to take advantage of an interactive informational tool called *NoodleBib*. What is *NoodleBib*, you ask? In a nutshell, NoodleBib is a suite of web-based informational tools that is located on the *NoodleTools* website www.noodletools.com. Its purpose is to help users take effective notes, keep track of sources and generate citations in correct MLA, APA, or Chicago/Turabian style.

If you are personally conducting research or leading a research project as a teacher/school librarian, *NoodleBib* can assist with documenting sources as well as interactively recording, organizing, and synthesizing information using online notecards during the research process. In addition, students can electronically share their source lists and notecards with teachers and school librarians for just-in-time assessment providing feedback to help guide them throughout the process. This article will attempt to explain how the software works, subscription vs. free features of the software/website, and how this informational tool can help address the new *AASL Standards for the 21st-Century Learner*.

How *NoodleBib* Works

Citation Management – The first time a subscriber logs into *NoodleBib*, a personal account is created. After logging in, the first thing to do is to create a list (like a folder) in which citations are stored. After a list is created and opened, the user is able to generate a citation for each source located and used for the research project. One of the strengths of *NoodleBib* in an educational setting is that each piece of the citation process is annotated to help students learn how to generate citations in the proper format. In other words, it is a teaching tool rather than mindless fill-in-the-blank software. The step immediately preceding the generation of a completed citation is to check for errors, and suggestions are given to correct each mistake. However, the user needs to manually correct the errors in an effort to learn from the mistakes. When all sources for the project

are cited within the list (bibliography), the researcher is able to customize the list, export it to any word-processing software in rich text format (.rtf), save, print the list or merge it with a research paper. Each personal account allows the user to manage multiple source lists to delete, edit, merge, or share them with a teacher or librarian.

Note-taking Capabilities – Subscribers to *NoodleBib* have the ability to extract, organize and synthesize information with the e-index notecards in the software. Generally, notes taken from sources during the research process are linked to their correlative source citation to avoid accidental plagiarism. As a research project progresses, notecards can be viewed from either the Notecards or Bibliography entry points within a list. The user also has the capability to label and organize notecards by concepts of the project. This can be converted into an outline for organization of the assignment. Notecards can be shared electronically for group work as well as with teachers and librarians for assessment and timely feedback. The *NoodleBib* User’s Guide provides valuable guidance and advice for effective note-taking so that students learn why and how the process works. There are also short video tutorials on the notecard features of the software that can be used with a class or individually.

Software and Documentation Style Support - There is a 68-page online User Guide to *NoodleBib* which provides illustrated step-by-step instructions throughout the process of using the software. In addition, the NoodleTools Knowledge Base is a searchable database of how-to articles for creating proper citations in any of the three styles (MLA, APA, or Chicago/Turabian) for a myriad of source types. This is a good place to start if a user is not sure how to correctly cite a source. Lastly, users can direct question to NoodleBib support from a link for specific guidance or ask a question from a style expert about a specific citation directly from the entry on their works cited list, if not found through the other support options. As offered by the NoodleTools founder, Debbie Abilock, “We aren’t just a Web site, we’re an "extra instructor" providing, at the point of need, answers to your students' questions about citation and support for the research process.”

Librarians and teachers can use and customize the PowerPoint presentations and video tutorials to provide an overview of the purpose and features of the NoodleBib software to students and faculty.

In August 2009, the latest version of the NoodleBib software included the transition to the newly published 7th edition of the MLA Handbook. Subscribers with archived lists are able to convert all citations to the 7th edition format. In September 2009 the service added the conversion of the APA citations to conform to the new 6th edition of the APA Publications Manual. That is service! In addition, blog discussions allow users to follow the progress of all style and software updates via the link on the NoodleTools website.

Subscription and Free Features

What is free? There are various free software tools on the NoodleTools website.

- ◇ *NoodleBib MLA Starter* – This is free bibliography generating software for a younger student is recommended for the elementary grades. Students can create accounts, create lists, create citations, and learn the basics of MLA documentation. Color coded examples of citations help to guide the young users through the process of citing sources.
- ◇ *NoodleBib Express* – This free version of *NoodleBib* is designed for users who just need to quickly create one or a few citations. While the citations cannot be compiled into source lists or saved, the advanced features of all three documentation styles are available with this “citation on the fly” software.
- ◇ *NoodleTools Knowledge Base* – This software and documentation how-to manual provides detailed instruction on software use and proper citation format for MLA, APA, and Chicago/Turabian styles.

- ◇ *Choose the Best Search* – This up-to-date comprehensive gateway website helps researchers to analyze their research topic to choose the best search tool on the Web.

Teacher Resources - If you are an educator, or studying the field of education, check out three valuable teacher resources from NoodleTool co-founder (along with her son, Damon), Debbie Abilock: [21st Century Literacies](#), [Curriculum Collaboration Toolkit](#), and [The Ethical Researcher](#).

Subscription Options – There are individual as well as institutional subscription options (classroom, building, district, consortium pricing). The advantages of subscribing to *NoodleBib* are extensive. Subscribers can:

- ✓ Use the notecard features
- ✓ Select the MLA Starter, MLA Advanced, APA, or Chicago/Turabian style for each list
- ✓ Benefit from the parenthetical documentation guidance within the source lists
- ✓ Share work with teachers and librarians
- ✓ Take advantage of the online individual citation help from the NoodleTools experts
- ✓ Use the same personal account information and archive citation lists until graduation

AASL Standards for the 21st-Century Learner and *NoodleBib*

The following AASL standards are addressed as students seek, use, and document a variety of resources for inquiry-based projects. Furthermore, learners ethically extract information from sources to draw conclusions, and create new knowledge through the note-taking process using the notecard tool and document sources with the citation generator in *NoodleBib*.

Skills:

- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.6 Use information and technology ethically and responsibly.

Dispositions:

- 2.2.3 Employ a *critical stance* in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4 Demonstrate personal *productivity* by completing products to express learning.

Responsibilities:

- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.

Self-Assessment:

- 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information and assess for gaps or weaknesses.

As you can see there is a lot to the *NoodleBib* suite of informational tools for you and your students to utilize as 21st Century learners! Now that you have a general idea as to how the software works, what subscription and free options are available, and how the tools can help your students accomplish the new AASL standards, you will hopefully explore the innovative resources further on the NoodleTools website. How fortunate for you that Mansfield University is a subscriber! Students and Faculty have access to *NoodleBib* from the Library tab on the “Databases for SL&IT” webpage, so do not hesitate to utilize this powerful informational tool for your next inquiry-based project.

Author’s Note: I have subscribed to *NoodleBib* for the Ephrata High School campus for the past three years. The students and faculty love the software. Documentation and information literacy skills have improved and knowledge have been enhanced tremendously with the use of this valuable interactive teaching tool.

Works Cited

Abilock, Damon, and Debbie Abilock. *NoodleTools*. NoodleTools, 2009. Web. 19 Aug. 2009. <<http://www.noodletools.com>>.

American Association of School Librarians. *Standards for the 21st Century Learner*. Chicago: American Library Association, 2007.

School Librarians Not Endangered Species

By Walt Kozlowski

Technology has dramatically changed the way doctors, nurses and other health care professionals detect, diagnose and treat a myriad of medical problems and conditions. However, you are not likely to hear someone claim that we do not need doctors and nurses because of what new technology can do.



Technology has allowed students to use the school library as a point of departure to a virtually limitless array of resources, but, contrary to popular opinion, technology has not put librarians on the endangered species list.

Although electronic resources have multiplied beyond counting, a school librarian, also known as a school library media specialist, has the same primary duties as always. Librarians help students and teachers find what they need and, as importantly, connect them with books that they may like.

Technology has eliminated many of the tedious chores that school librarians of the past did as part of their routine duties. The time saved in this way can be invested in providing library patrons assistance and instruction in order to make

them aware of what the library has to offer and how they can use these resources.

“Instruction” is key because a specific and primary purpose of a school librarian is to educate students to help them develop the skills they will need as they make their way through life. One such lesson would be in helping students discover the books that provide them with enjoyment and recreation. Authors found in school can

become lifelong literary friends. As important as that is, school librarians have an even more vital role to play in the lives of young people — helping to teach them information literacy. Students need to know how to think critically, make decisions and solve problems no matter what life’s path they take.

School librarians are not limited to showing students how to navigate through the numerical sea of the Dewey Decimal System and how to find fiction favorites. They also teach students how to locate the information they need whether it is to be found on library bookshelves, in online data bases or on the World Wide Web. While there are vast deposits of useful information to be found on the World Wide Web, they are located among mountains of useless, irrelevant or downright incorrect information. A school librarian teaches students where to mine so they find what they want to and need to know.

A school library is where students learn the skills to be able to figure out what they want to know, how to search for it, how to evaluate it and how to transform the information into an educated opinion. Part of the education process for a school librarian is to teach students that the World Wide Web does have its limits. You cannot find “everything” on it and you just might have to pay for that information. A school librarian introduces students to such data bases and to the happy fact that Pennsylvania’s POWER Library offers many of the paid data bases to students — and other state residents — for free. An even more shocking revelation is that technology has its limits. There are times when a school librarian can help students find books on library shelves that fit their information needs more completely and quickly than could by searching on the World Wide Web.

If those vital educational functions of a school library are not enough to convince you of its worth, there is a major benefit when the library is the academic center of a school. Student achievement is improved. “Measuring up to Standards,” a study done in the Keystone State in 2000 by Keith Curry Lance and colleagues, found that Pennsylvania System of School Assessment reading scores improved when school librarians were able to blend information literacy with various subjects. One of the most recent of 19 other state studies that linked academic achievement with the quality of school libraries occurred in Indiana in 2007. A key finding was that the quality of libraries and librarians helped students perform better on state tests.

School libraries help students explore the past, make the best use of the present and prepare for the future. A school library is a place where students can learn the skills to become lifelong learners and receive the gift of becoming lifelong readers.

Upcoming Dates of Note

- **Nov 5** - Gate 1 Registration for Spring 2010 (Thursday)
- **Nov 9** - Gate 2 Registration for Spring 2010 (Monday)
- **Nov 12** - Gate 3 Registration for Spring 2010 (Thursday)
- **Nov 15** - Registration for Spring 2010 Ends (Sunday)
- **Dec 18** - Fall semester ends
- **Jan 19** - Spring semester begins (Intro class/orientation begins Jan 12)
- **Jan 24** (Sunday) - Last day to drop classes for Spring

To keep up to date with deadlines, upcoming events and news visit the SL&IT [Current Student](#) page.