

CEMA - gram

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The President's Message

Volunteer to help the CEMA Board
deliver its activities

Match your skills and interests to the work
of the CEMA Board

Annual Conference—CEMA and CECA are getting together for a joint conference on **October 23, 2007 at the Connecticut Convention Center, Hartford CT.** Dianne Kimball, Katrina Palazzolo, Rebecca Cochrane-Bubie are the co-chairs working with Nina Hansen and others from CECA. Paula Daitzman has graciously consented to co-chair Conference Exhibits with a representative from CECA.

We need CEMA members to volunteer to be on these committees for the 07 Conference:

Programming—Brainstorm presenter list, do preliminary check for availability and cost, and give contact information to hospitality

Hospitality—Send letters to presenters, arrange signs at conference, create nametags for vendors, presenters and attendees.

Publicity—Prepare registration form, booklet of presenter handouts, before and after surveys, take digital photographs at the event

Book sales

Hotel AV

CEUs—Have forms available at conference

Volunteers—Recruit and give tasks to volunteers who work at the conference—registration and preparing materials for attendees

In addition to the annual conference, CEMA needs people to help with these committees:

Awards—Work with other Board members to recommend for the Board of Director's approval various annual award categories, criteria for selection of recipients, and the type of award to be presented.

Assessment workshops—Work with the regional representative and representatives from the RESC in your region to plan and execute separate elementary, middle school and high school workshops on assessment tools used in local school curriculum and instructional strategies to prepare students for CMT or CAPT.

Survey Taker—Prepare surveys on Survey Monkey, distributes survey to members and present results for analysis by the Board.

Will you volunteer to help with these activities?

Email: jroche@simsbury.k12.ct.us

THE CONFERENCE WAS A SUCCESS

According to the survey that was sent in an email and posted on the website, both the conference and the pre-conference were a success. People want the pre-conference author reception repeated! 110 people responded to the conference survey. You can still respond by going to the CEMA web site and clicking on the link. The reason for the Thursday deadline was to get some results to meet the deadline for the November CEMA-gram.

Speakers:

- Most people felt that the speakers met their expectations, provided insights about student learning that can be applied in the district, and conveyed the session's theme.
- It was suggested that if someone was particularly good this year, consider having the presenter return next year and present 2 sessions.
- Have presenters that offer practical hands-on advice.
- Have more speakers talk about using video.
- Have more literature speakers and fewer technology presenters.
- Have a blog to let attendees give impressions of the conference and share post conference implementation strategies.
- Have a better sound system, larger room and cooler room for the keynote.
- Have more presenters giving examples of collaboration that works in their library program and show us the product and result of the collaboration.

Electronic information:

- **90% thought it was a good idea to have people download the application from CEMA's website.**
- **88% liked getting information about the conference presenters and conference activities from the web site.**
- Providing electronic information is a good idea as long as people can access the web site and quickly download the information.
- Getting information about the presenters from the web site helped people be better prepared to make choices about the workshops they would attend.
- Make the registration form a pdf document.
- Improve access to the web site.
- Provide an e-mail address that people can contact to have information sent as an e-mail attachment.
- Post the registration form in June so that people can budget for the event.
- Online registration is not possible because CEMA is not set up to take credit cards.

Advance survey:

- **88% thought it was a good idea to survey conference attendees in advance about what speaker they would be most likely to attend so the popular speakers could have the largest room.**
- The conference committee successfully assigned rooms based on the advance survey, however there were not enough chairs at the Keynote.
- Crowne Plaza doesn't have a room big enough for all attendees to be in one room for the keynote.

Early Bird registration: 91% thought it was a good idea to have early bird registration.

Differentiated fee schedule:

- **87% thought it was a good idea to have a differentiated fee schedule for different events.**
- There were too many separate fees and the registration form was confusing so that people didn't know the cost, especially the cost for Sunday and the cost for Monday

Author reception/Awards:

- The \$40 cost for the buffet and one drink was too expensive, the set up was too spread out, but the chocolate fountain was fun.
- Place authors in the halls on Monday.
- Do not give author's gifts as a ceremony; just give them to the author's at their tables.
- Have more YA authors.
- Attract more attendees by holding this event every other year or by having the authors available on Monday.
- Awards should not be given in such an informal atmosphere—need a formal sit down dinner.
- If awards are going to be presented, have the winners lined up behind the podium so there is less time to walk up and back

CONFERENCE UPDATE CONTINUED...

Increased fees: 76% agree that CEMA had to raise the conference fees because CEMA needs to remain financially viable.

Publicize ways CEMA is reducing costs as well as stating why the conference fees were so high. How can CEMA increase attendance at conference? Give people the option not to have lunch. Some people did not attend because of the higher cost. Partner with other organizations: CECA, Reading Association

Binder of presentations: 60% are willing to pay \$5.00 for the binder either as a separate fee or in the conference registration.

The printing cost for the binder is \$10.00 each. Presenters have to send their presentations to the person preparing the binder one week before conference. If a presenter doesn't send his/her handouts, then their handouts are not included in the binder. If a presenter changes his/her handouts after the printing, then the changes are not in the binder. Have presenters submit their handouts two weeks before conference so the handouts can be uploaded to the web site and attendees can print the handouts they want. Put the option on the registration form for people to pay \$5.00 to order a printed binder. Print as many as are ordered plus few extra for sale at the conference. Increase the cost by including a page for notes with each presenter.

Combination of lunch/visiting exhibits: Too much time for lunch and visiting exhibits. Allow people to skip lunch in favor of another session and visit exhibits. Get a larger place so people can all eat together at one sitting. Let people have options for lunch, such as eating off site or box lunches. Have a room with authors, so people can visit authors as well as exhibits. The vendor demonstrations should go on in another room because it was too noisy in the vendor hall. Increase the number and variety of vendors. Have vendors distribute more YA resources. Schedule the people from the same town for the same lunch. **Note:** Vendors pay to exhibit and want to know that as many people as possible are going to have time to visit the exhibits.

Schedule: Start and end a 1/2 hour earlier. Have two sessions before lunch. Shorten the lunch /visiting exhibits break because lunch was served and over with quite quickly and one can cover the vendor exhibits in much less time than allotted. Consider having strands: elementary, middle and high school.

Professional Reading Vol. 1, No. 2

Managing the Poverty of Abundance

The Web offers so much information that students may find themselves starved and frustrated, lost and overwhelmed. The masses of documents and images confront them with what amounts to the poverty of abundance.
<http://fno.org/oct06/poverty.html>

All About Wiki

Wikis Harness the Minds Of The Masses

<http://tinyurl.com/tfldz>

Teaching History With Technology

The Center for Teaching History with Technology offers a number of Web resources -- including articles, class projects and lesson plans, and workshops -- for teachers seeking new ways of teaching history. For more information visit: <http://thwt.org/resources.html>.

~David Bilmes

Developing Your Local School Curriculum and Aligning It With CT Standards in Information Literacy And Technology Literacy

Michelle Luhtala, Taffy Rodell, Chris Russo, Cathy Swan from New Canaan High School in their CEMA Conference presentation gave a collaborative model K-12 for information and communications technologies. They identified the information literacy and technology competencies in terms of grade level using B for beginning, G for guided and I for independent. The goal is to achieve proficiency by the end of grade 8. Experiences and assessments are aligned to state/district standards. The collaborative model means that teachers, library media, tech integration and tech support collaborate on projects. These wonderful people are willing to share the results of their hard work with anyone. Go to <http://www2.newcanaan.k12.ct.us> Click on the icon of New Canaan High School. Click on the Technology Tab and view the drop down menu and click on CEMA presentation. Click on District Documents and finally ICT Competencies. Use these K-12 competencies to build your own local curriculum that is aligned with the CT standards!

Build Collaborative lessons with language arts, science and math teachers to help students achieve on CMT and CAPT

We can increase our credibility if we can show that students need information literacy skills to achieve on CMT and CAPT. Many science, math and English (language arts) teachers have been involved in CMT and CAPT test preparation. The Regional Educational Service Centers are providing workshops for these teachers. (See flyer in this issue). Call these state department of education consultants and see if library media specialists can attend. These consultants have already identified the information literacy skills on CAPT in order to work with the teachers. These workshops could be an opportunity to collaborate with content teachers to help students achieve on standardized tests.

AASL Fall Forum: Assessing Student Learning in the School Library Media Center

Vi Harada's presentation, "What Is Assessment? Why Should the Library Media Specialist Be Involved?" offered answers to the title questions, and much more besides. Her essential questions were:

- What is assessment?
- Who should assess?
- Why do it?
- How are school library media specialists doing it?

Ms. Harada defined assessment as "the process of collecting, analyzing, and reporting data that informs us about progress and problems a learner encounters in a learning experience,"* and she charged us, as educators, to take an active role in this process. Assessment, she said, can deepen the quality of student learning, inform our teaching, and help us close learning gaps.

Ms. Harada left us with food for thought on the challenges we will face on the road to becoming "visible and indispensable teaching partners."*

* Harada, AASL Fall Forum

CEMA Awards 2006

Recognizing Excellence in School Library Media Programs

2006 Administrator Awards

Anita Rutlin

Assistant Superintendent
Madison Public Schools
Madison, CT

Ron Perrault

Principal
Tootin' Hills School
West Simsbury, CT

2006 Carlton W.H. Erickson Award

Leslie Poulos

East Hartford Middle School
East Hartford, CT

2006 Rheta A. Clark Award

Denise Foster-Bey

Longfellow School
Bridgeport, CT

2006 Pellerin Classroom Teacher Award

Gayle Koffi

English Teacher
Hall High School
West Hartford, CT

2006 CEMA Service Award

Anita Pfluger

Coordinator of Media Services (Retired)
Stratford Public Schools
Stratford, CT

2006 CEMA Program Award

"Poem-Mania" "Celebrating American's Freedom"

FOLLETT AWARD

Janice Wolfe Kathleen Raspet

Stratford Academy Stratford Academy
Honeyspot House Johnson House
Stratford, CT Stratford, CT

Congratulations to All!

School Library Media Specialists and NCLB revisions

It is almost time for the NCLB revisions and reauthorization, which will take place in early 2007. Some of the wording proposed by AASL would go a long way in ensuring that the school children of Connecticut get exposed to and learn the literacy skills they will need to be successful in the future. The following is the proposed amendment of one section of NCLB:

Amend TITLE II, SUBPART 4 ACCOUNTABILITY:

Section 1119, by inserting a new subsection (h), as follows and renumbering accordingly:

“(h) School Library Media Specialists –

(1) IN GENERAL - Each local educational agency receiving assistance under this part shall ensure, to the extent feasible, every school within such district employs at least one highly qualified school library media specialist as defined under section 2102.

On the surface it looks very good and I do not think that anyone would have any objection to this being in place as we all understand the need for a qualified person to be teaching children. Please pay specific attention to the wording “..receiving assistance”. This phrase is associated with accountability. The government wants to know if they are getting their money’s worth. The microscope is zoomed all the way in and you are under it. Talk to the classroom teachers in your building, especially at the elementary level, and it is something they are all very much aware of. We all know that the job of a LMS is varied and can cover a wide array of skills depending upon a number of factors. The grade level that you work with, number of staff in the library, scheduling, and the resources available to you are some of the aspects that affect the things you teach. How is the government, through NCLB, going to hold me accountable for the skills that these children need to learn? What specific skills are they going to have to learn? Do I have the equipment I am going to need in order to perform this job? These are some of the questions I would ask. In Connecticut, we have a well thought out set of Information and Literacy standards with grade level benchmarks for students to achieve. Are these standards the sole domain of Library Media Specialists? If one of our job functions is to collaborate to ensure meaningful learning experiences for students, am I fifty percent responsible and the classroom teacher fifty percent responsible? If a handful of my students take a little longer to grasp a technological concept because they are visual learners, am I going to be evaluated in a negative way? AASL’s proposal is an excellent step in guaranteeing our kids get the education they deserve, but I can only hope that the government takes as much time determining how to adequately evaluate and fund these changes as they do in rushing to extend legislation that has its obvious weaknesses.

~*Bob Hibson*



SAVE THE DATES...

- Jan. 27 CEMA Workshop – Topic/speaker/site TBA
- March 3 CEMA Workshop – Topic/speaker/site TBA
- March 29-30 NEEMA Leadership Conference, Boston
- April 17-18 CLA Annual Conference, Hartford

Improving Student Achievement Through Data Use by Library Media Specialists

By Janet Roche, President of CEMA

Report on the American Association of School Librarians (AASL) Fall Forum: Assessing Student Learning in the School Library Media Center, October 13-15, Warwick, RI

I. Background

Since the No Child Left Behind Act of 2001, school personnel have been challenged to identify what students are learning and how well they are learning. Assured experiences in Information Literacy and Technology Literacy are lessons designed to give students the opportunity to meet or exceed the AASL National Standards on Information Literacy and CT Standards in Information Literacy and Technology Literacy. What students are learning is defined in the content of the assured experiences. How well students are learning is measured by the assessment of the assured experiences.

II. Assessment

What is assessment? It is the...”process of collecting, analyzing and reporting data that informs us about progress and problems a learner encounters in a learning experience.” (Harada, What is Assessment? AASL Fall Forum, 2006). Some common assessment tools include: logs, rubrics, rating scales, organizers, webs, matrices, teacher-made tests, standardized tests.

The purpose of assessment of student learning in the library media center is to:

- Improve student achievement through data use
- Improve school personnel’s understanding of what students need to learn
- Inform instruction in information literacy and technology literacy
- Improve the library collection based on what students need to know

III. Assessment of student learning in the each school’s Library Media Center

The Library Media Specialist will create evidence folders for assured experiences. These evidence folders:

- Link the library’s mission with the school’s mission statement
- Connect with the school learning priorities
- Contain samples of instruction that most closely align with the school’s priorities
- Provide examples of student work for the lessons included
- Display completed assessment data for the lessons selected
- Include samples of students and instructor reflections about progress and improvements

IV. Identifying the information literacy skills students need to improve achievement on CAPT and CMT tests

The representatives from six Regional Educational Service Centers (RESCs) or the State Department of Education could help library media specialists throughout the state if they provided regional workshops.

The goals of these workshops are:

- To identify the information literacy skills students need to answer CMT and CAPT questions
- To align state standards in the CT Information Literacy and Technology Literacy Framework with the information literacy skills students need to answer CMT and CAPT questions
- To align library instruction/curriculum with the information literacy skills students need to answer CMT and CAPT questions
- To align library instruction/curriculum with the state standards in the CT Information Literacy and Technology Literacy Framework

Based on their analysis of test items, the representatives from the RESCs or the State Department of Education will identify the information literacy skills students need to answer CAPT and CMT questions

For example:

- Draw conclusions
 - Make inferences
 - Determine fact vs. opinion
 - Interpret charts, tables, graphs, etc
 - Understand stated information
 - Use text to understand vocabulary
 - Use knowledge of structure, content, and vocabulary to understand informational text
 - Integrate new information in critical thinking and problem solving
 - Compare and contrast information
-
- ✓ Identify a variety of potential sources of information
 - ✓ Determine accuracy, relevance, and comprehensiveness of information
 - ✓ Organize information for practical application

The library media specialists attending these workshops will complete a matrix aligning state standards in Information Literacy and Technology Literacy with the skills identified by the presenters. These matrices will be shared among all library media specialists in the state.

The library media specialists will also complete a matrix aligning their library media curriculum with the skills identified by the presenters.

V. Assured experiences

The library media curriculum contains skills essential to improving student achievement on standardized tests and in learning; therefore classroom teachers should be encouraged (and perhaps required) to collaborate with the library media specialist. All students need the opportunity to learn these information literacy skills through lessons integrated into content area curriculum that are planned, delivered, and assessed by both the classroom teacher and the library media specialist.

Report of the annual meeting...

Approved the minutes of the 05 Annual Meeting, passed the constitutional amendemnt so there is not a limit on re-election, and passed the 07-08 budget.

Future role of school library programs--vision summit survey

The American Association of School Librarians (AASL) has launched a survey about the future of the profession and the school library media field. The purpose of this survey is to collect thoughts and opinions on the current and future roles of school library media programs. The aggregate data will be used during a Vision Summit designed to discuss a vision for the future of the profession. We're seeking input from a wide sample of school library media professionals - AASL members, other school library media professionals, library school students, support staff, etc. Please consider contributing your opinion to this important project.

The survey is located at: <<http://websurveyor.net/wsb.dll/14815/AASLFutSurvey.htm>>

Please allow 15 minutes to complete the questionnaire. Your responses to this survey are completely confidential. All responses are sent directly to the consultant conducting this survey.

~Thank you for your participation

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ELECTRONICALLY BY GOING TO
THE MEMBERS ONLY SECTION OF
THE CEMA WEBSITE**

www.ctcema.org



www.cema.org

Members Only Login

The Members-Only password is 'luv2read'. The username is 'cemamember'. Please make a note of it somewhere, although if you forget, you can always contact the current membership chair for a reminder. His/her e-mail address will be linked from the CEMA home page for your convenience.

For security purposes, we will be changing it at the beginning of January each year. As our website grows, this special web space will become more and more important. So visit often!

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Do not include a subject in the subject line.

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K12.CT.US](mailto:CEMA-L@LISTSERV.ACES.K12.CT.US)**

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