

CEMA - gram

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President's Message...

What CEMA is doing for you

CEMA begins the New Year with a strategic plan for 2007-2011. The plan details how CEMA works for you. The publication in 2006 by the State Department of Education of the Information Literacy and Technology Literacy Framework prompted CEMA to formulate a strategic plan. The CEMA Board of Directors looked at the strategic plans of CEMA, other state associations and AASL. The achievement of each goal will move CEMA toward fulfillment of its mission. Objectives provide the actions CEMA will take to accomplish its goals.

The Community / Membership Team plans to increase member involvement with CEMA and increase membership. The goal is to pursue full participation by the entire school library media specialist community. Currently we have a little over 500 members and there are about 1000 school library media specialists in Connecticut.

The Advocacy/Public Relations Team will be promoting greater awareness of the value of school library media specialists and school library programs by making connections with both you and all the people who have a stake in "ensuring that students are active readers and effective users of ideas and information." This team will reach out to library media specialists, classroom teachers, administrators, curriculum specialists, technology integrators and others. This team will advocate for the importance of every school having a licensed, highly qualified library media specialist implementing library programs that are fully funded.

The Professional Development / Programming Team has planned three wonderful workshops on January 27th, March 3rd and April 30th, and will be assisting the Conference 07 Committee in creating a spectacular Fall CEMA-CECA conference. While CEMA has always offered relevant professional development this team wants to provide programs that encourage greater participation by you and members of professional organizations who share CEMA's interests.

Finally, the Executive Team will provide visionary and responsive leadership committed to maintaining a flexible, effective organization that fulfills its mission. As David Bilmes says in his article about the Vision Summit in this issue:

None of us knows exactly what the future will bring. But we know for sure that it will bring dramatic changes in our schools and in our society. It's an exciting time to be a library media specialist. Our challenge is to embrace those changes and not fear them.

By fulfilling its mission, CEMA will help you meet the challenges of our profession.

Happy New Year! ~ Janet Roche

Please ask what CEMA does for you and what you can do for CEMA!

What CEMA Does For You

In this January issue, you have some examples of what CEMA does for you:

- Executing the strategic plan,
- Attending AASL conferences,
- Creating professional development programs,
- Recognizing outstanding programs and library media specialists with grants and awards, awarding a scholarship to a graduate student,
- Showcasing photographs of school library media centers to legislators in the legislative office building, and
- Collaborating with CECA to provide an exciting Fall 2007 Conference.

What You Can Do For CEMA

- Participate in CEMA events such as the Saturday workshops and the Fall conference and regional roundtables
- Submit photos of your library for the Legislative Office Building Showcase
- Apply for a mini-grant, an award or a scholarship
- Submit your library's website for the School Library Web Site of the Month
- Renew your membership in June
- Submit an article about your library program to CEMAGram hedysiegel@snet.net
- Share your success by sending our webmaster, Judy Savage, judy savage@att.net information about your school's or district's
 - Policies / procedures on acceptable use, copyright, materials selection /collection development, or open access / flexible scheduling.
 - Five year plans
 - Philosophy and library media program frameworks
 - Planning tools
 - Research guides
 - Exemplary programs that model collaboration
 - Job descriptions for LMS and paraprofessionals
 - Technology plan
 - Summer reading activities and lists
 -

CEMA needs more people to work on the three CEMA teams: Professional Development / Programming, Advocacy / Public Relations and Community / Membership. To become a member of a team, e-mail Janet Roche at rochefamily1023@comcast.net. Team members are expected to attend at least five (5) board meetings a year. Board meetings are held on the first Wednesday of the month at Yalesville Elementary School in Wallingford from 5:00-7:30. Dinner is provided. We do most of the work at the Board meetings and usually do not require additional meetings with the exception of the Conference Committee.

CEMA—Strategic Plan

Approved by: Skerker, Cochrane, Bourque, Roche, Savage, Tait, Speirs, Kwidzinski, Barlow, Bilmes, Patterson, Poulos, Hoit, Dalton, Boyle, Djang

The publication in 2006 by the State Department of Education of the Information Literacy and Technology Literacy Framework prompted CEMA to formulate a strategic plan. The CEMA Board of Directors looked at past strategic plans of CEMA and present strategic plans of state associations and AASL. The achievement of each goal will move CEMA toward fulfillment of its mission. Objectives provide actions on how CEMA will accomplish its goals.

Connecticut Educational Media Association Strategic Plan January 2007-December 2011

Mission

CEMA is committed to excellence in education by ensuring that students are active readers and effective users of ideas and information to become lifelong learners. The Association provides leadership, professional development, publicity, networking and support to the Connecticut school library community. CEMA supports licensed, highly qualified library media specialists and fully funded library programs in all K-12 schools. CEMA promotes collaboration between classroom teachers, library media specialists, administrators, and curriculum specialists for the benefit of student achievement especially in information literacy and technology literacy. CEMA serves as a cooperative agency bringing together the profession, the State Department of Education, regional associations, national associations, and the general public.

Community/Membership

Goal

Actively pursue full participation by the entire school library media specialist community, as well as other information literacy and technology literacy educators.

Objectives

Establish successful communication with the university educational preparatory program.

Sponsor workshops that encourage collaboration with other disciplines such as reading and technology.

Encourage participation in professional development through the CEMA workshops.

Publicize the benefits of being a CEMA member.

Engage in a membership campaign to attract new members and encourage members to renew their memberships

Encourage the school library media specialist community, as well as other information literacy and technology literacy educators to apply for membership as part of conference registration.

Advocacy

Goal

Make effective and timely connections using print and electronic communications with Connecticut school library media specialists and inform the general public about issues related to our profession.

Objectives

Develop a procedure for publicizing events related to the profession

Improve communication with members to better inform them of association activities and issues related to our profession and to develop an understanding of their needs

Inform new and prospective teachers of the roles of school library media specialists

Improve electronic communications by seeking a new host for list serv and web site, by redesigning the web site and by using mass e-mail

Reach out to classroom teachers, administrators, curriculum specialists, the State Department of Education, regional educational service centers and other constituencies who affect the quality of school library media programs

Professional Development/Programming

Goal

Encourage greater participation in CEMA's programs by developing relevant programming presented in a variety of formats in unique locations and offering those programs to a larger audience of both CEMA members and members of professional organizations who share CEMA's interests.

Objectives

Determine relevant programming by creating an interactive electronic survey of the program interests of members

Encourage greater participation in CEMA programs by developing programs in a variety of formats in alternative and unique locations

Contact "big name" speakers who appeal to a larger audience of both CEMA members and members of professional organizations who share CEMA's interests

Continue to work collaboratively with the professional development staff with the RESCs, CLC and consultants in the State Dept of Ed

Publicize events using CEMA-L, CEMA web site, e-mail distribution lists and through the list servs of other organizations with similar interests

Develop programs that promote collaboration between classroom teachers, library media specialists, administrators, and curriculum specialists

Executive

Goal

Provide visionary and responsive leadership committed to maintaining a flexible, effective organization that fulfills its mission.

Objectives

Participate in AASL programs such as the AASL Vision Summit, and AASL Affiliate Assembly that position CEMA to proactively address issues and anticipate trends in our profession

Provide the Board with the most current information, best practices, research and theory in our profession

Lead the Board in addressing the major issues in our profession such as funding, reading, technology, role of the school library media specialist and intellectual freedom

Seek the opinion of Board members through a variety of formats such as Board meetings, surveys, and e-mail

Assess the flexibility and effectiveness of CEMA on a regular basis and respond appropriately

Assess the strategic plan on a regular basis and respond appropriately

Carolyn Biega O'Neill Memorial Scholarship

The Connecticut Educational Media Association established this scholarship in November 1966 in memory of Carolyn Biega O'Neill who died the previous year.

Carolyn Biega O'Neill

Carolyn Biega O'Neill was a lifelong teacher and librarian. A graduate of Albany Library School, she served for many years as Librarian at Lyman Hill High School in Wallingford, CT. She worked part of the time with Miss Rheta Clark, a School Library Consultant for the State of Connecticut. In 1946, she joined the staff of the Library Science Department of New Haven State Teachers College (now Southern Connecticut State University) where she taught until 1952.

Mrs. O'Neill and Miss Clark founded the Connecticut Nutmeg 020 Association of student library assistants. Carolyn was past president of the Connecticut Library Association and active in the New England Library Association. Even after retirement, she remained involved in the field and frequently volunteered at Robert Early Junior High School where her husband was the librarian.

All applicants must meet the following criteria:

- Applicant shall be a Connecticut resident;
- Applicant shall be accepted in a Connecticut accredited graduate program leading to certification as a School Library Media Specialist;
- Applicant shall possess a 3.0 average or better as evidence by transcripts;
- Applicant is recognized as one who has shown good character, personality, and ability to work well with others as evidence by three letters of recommendation, including at least one from the applicant's instructors; Applicant shall write personal statement of no more than one page, double-spaced offering insight into his/her interest in media studies and plans to continue in the field.

Please go to the CEMA website <http://www.ctcema.org> Go to About CEMA and complete the scholarship application.

CEMA Mini Grants

The Information Power 2 Implementation Committee "Mini-Grants" in the amount of \$500.00 are available to Connecticut media specialists for the 2006-2007 school year. Applications will be accepted between January 1 and March 1, 2007

Submit a proposal in which the school library media specialist and a classroom teacher work collaboratively to develop a new project or unit that: furthers the goals of information literacy and technology literacy AND integrates the information literacy process with classroom content.

Guidelines:

1. An applying "team" will include a school library media specialist /CEMA member 'in good standing" and (a) classroom teacher(s).
2. The "team" should be in a position to "field test" the proposed project during the 2007-2008 school year.
3. The "team" will be expected to present a poster session at the Annual Conference and to share their experience and expertise in one or more professional forums (e.g., library media roundtables, workshops, articles, etc.) within 12 months following the grant year.
4. The CEMA recipient must turn in the receipts of grant expenditures and submit a final report no later than June 30, 2007.
5. This year's recipients will serve on next year's selection committee.
6. A committee of optimally 5 individuals, selected, insofar as feasible, from elementary, middle and high school library media specialists, will review and evaluate applications. The committee chairperson shall be a non-voting member of the committee except in the case of a tie.
7. The evaluation of entries will be done anonymously. There will be NO indication of or reference to individuals' names, school or district in the narrative of the application. Failure to meet this criterion will result in disqualification.
8. The CEMA Board will act on the committee's recommendations.
9. Applications must be postmarked between January 1 and March 1, 2007. Grant recipients will be notified by April, 2007.
10. Up to two grants will be awarded. Awarded monies, not to exceed \$500.00, must be expended during the 2006-2007 school year.
11. CEMA reserves the right to reject any and all proposals without explanation.
12. The judging criteria are included in the application for your consideration.

Professional Reading Vol. 1 No. 3

Product Guide: Online Professional Development

With the rise of Web-based training, districts have more options than ever for helping subject-area teachers gain new skills. But is online professional development the right path for your district?

<http://tinyurl.com/y2phn4>

Write on Time

T&L takes a look at three online writing tools geared toward helping students become better writers: Pearson Write-ToLearn, Vantage Learning's MyAccess!, and ETS Criterion.

<http://tinyurl.com/y37441>

Catalogs (Internet Advanced search)

Did you lose a catalog and need to order something. Find out how to use Google to search through catalogs.

<http://tinyurl.com/ubr22>

TechLearning Blog

This is the Testing We Need to be Paying Attention To

Because the clock is ticking, and I'm not sure if we have years or only months.

<http://tinyurl.com/y8ckvw>

The Workforce Readiness Crisis

When asked to evaluate the skill levels of new hires, more than 400 Fortune 500 companies gave a bleak assessment of recent graduates. What can be done to keep the future U.S. workforce from falling behind?

<http://tinyurl.com/y5yfc6>

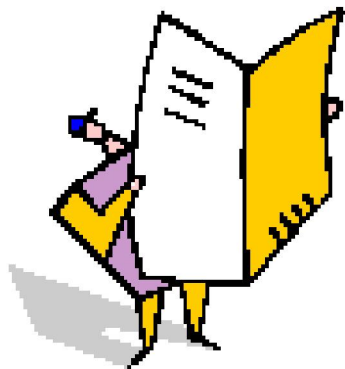
Teaching Tech Literacy to the MySpace Generation

When it comes to sharpening students' IT skills, districts take different approaches.

In an era in which kids download music, publish their own blogs, and gossip via instant messages all while juggling a treasure chest of electronic gadgets the idea that schools should be teaching them to be technology literate seems almost silly.

<http://tinyurl.com/y3rbdh>

--Chris Barlow



Report: Students struggle with information literacy

Despite the assumption that today's students are] tech-savvy, many fall short in demonstrating the information literacy skills necessary for success in college and the workforce, a new report says. The report comes from an evaluation of responses from students nationwide to an information-literacy assessment tool developed by the nonprofit ETS...

<http://tinyurl.com/y44pnv>

CEMA Mini-Grants

If you and a classroom teacher / technology integrator have an exemplary project that facilitates continuing collaboration between a library media specialist and a classroom teacher, is innovative or creative, and impacts instruction in your school, consider applying for a mini-grant.

CEMA will award up to two mini-grants in the amount of \$500.00 for the school year 2006-2007. The application deadline is March 1, 2007.

Your project will be judged on these criteria:

- * The LMS & teacher co-plan, develop and teach the project
 - * Both the content and the process connect to the CT Information Literacy and Technology Literacy Framework
 - * Skills and strategies that students are expected to learn or reinforce are explicitly addressed
 - * The information product is student-centered and relates to an essential question
 - * The roles and responsibilities of both students and teachers are clearly defined and measurable
- Assessment includes self-and peer-evaluation of both the process and the content. Both the teacher and the LMS participate in evaluation

For more information about mini-grants go to the Members Only section of the CEMA web site:

<http://www.ctcema.org> and click on Grants. This page also contains a printable version of the mini-grant application.

NEEMA

Save the dates Thursday, March 29 and Friday, March 30, 2007 to attend the NEEMA Symposium and Leadership Conference at the Moakley Courthouse in Boston. Thursday's program is Make Room For Teens: Designing Library Spaces for the Net-Generation with Rolf Erikson, Mark Ciccarelli and Kim Bolan presenting.

Friday's program is Redesigning Knowledge Spaces: From Information Literacy to Knowledge Outcomes with Carol Gordon, Ross Todd, and Carol Kulthau.

This is NEEMA's first two-day event. It promises to be great. (The location is beautiful and the food is especially good). But it will be especially great if you register! \$20 savings if you register by February 5, 2007. For more information and to print out a flyer and/or registration form, please visit the NEEMA home page:

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

We hope to see you there!

NEEMA is in its 87th year and consists of library media specialists and others with interest in school libraries from all of the New England states: Connecticut, Massachusetts, Rhode Island, Maine, Vermont, and New Hampshire. CEMA's representatives to NEEMA are Susan Eblen and Christopher Barlow. Other CEMA members on the NEEMA Board are Jenifer Smolnik, Janet Roche, Irene Kwidzinski, and Katrina Palazzolo.

SAVE THE DATES...

Jan. 27	CEMA Workshop – Differentiation, Platt Tech-Milford
March 3	CEMA Workshop – CMT/CAPT strands, Windsor
March 29-30	NEEMA Leadership Conference, Boston
April 17-18	CLA Annual Conference, Hartford
April 30	CEMA Workshop – Collaboration, Cromwell

What will our jobs be like in the year 2020? Will we even have jobs then?

On the first weekend in December, 46 library media specialists from all over the country met in Chicago to answer these questions and others. We were all brought together by the American Association of School Librarians for a "Vision Summit: Creating a Future Vision for the School Library Media Profession." I had the privilege of representing CEMA at this inspirational weekend session.

It was a weekend we all will remember, and for more reasons than one. For starters, the first major snowstorm of the season hit Chicago on Dec. 1, the day the summit was scheduled to begin. O'Hare Airport was closed for much of the day and hundreds of flights were cancelled, as was our opening session that night. Even so, most of the participants eventually reached Chicago, and we opened our session by sharing our horror stories from our attempts to reach Chicago.

Personally, I knew it was going to be an exciting weekend when I sat down at a table with colleagues from Alaska and Hawaii. We were soon joined by a colleague from Alabama, and by the director of school libraries for the Chicago school system. Talk about a diverse group!

Led by our able and energetic facilitator, Paul Meyer, we soon got down to work. First we made a timeline of our profession, then looked at the current state of the profession. We spent the last half of the weekend trying to visualize the future. In particular, we looked at our four primary roles as defined in "Information Power," - teacher, instructional partner, information specialist and program administrator. Do we still fit into those four roles? Or do we need to define new roles for our profession?

For our culminating activity, we broke into groups and each group had to make a presentation based upon what we envision our jobs looking like in the year 2020. Needless to say, each group, in a variety of different ways, projected a radically new look for our profession.

Needless to say, this is a crucial time for our profession. Changes in technology are occurring faster than ever. Those changes include wikis, YouTube, blogs, RSS feeds, avatars, podcasts, simulations and anything connected to Web 2.0. When technology first became a major factor in our lives, many of us embraced those changes. But others tried to ignore them. We can't afford to do so again. If we do, this scenario envisioned by Doug Johnson at <http://www.doug-johnson.com/dougwri/flat.html> may not be so far-fetched. Reflecting the demographics of our profession, many of the participants at the Vision Summit will be long retired by the time we reach 2020. But that didn't stop them from making impassioned pleas for us to learn as much as we can about the amazing advances in technology.

None of us knows exactly what the future will bring. But we know for sure that it will bring dramatic changes in our schools and in our society. It's an exciting time to be a library media specialist. Our challenge is to embrace those changes and not fear them.

The results of our Vision Summit will next go to the AASL Board of Directors at the ALA Midwinter Meeting in Seattle later this month. We'll all be eagerly watching to see what happens next. Summit.

~David Bilmes



CEMA - Pellerin Classroom Teacher Award

When I arrived at Hall High School in 2003, I learned rather quickly that Gayle Koffi, who taught English 9 and World Literature, was going to be a great candidate for collaborative library lessons. She clearly valued using the library with her students, and was always looking for ways to incorporate research and information literacy skills into her assignments. She is an energetic teacher who uses the library on a regular basis with all of her classes. Mrs. Koffi never plans a lesson involving research without consulting one of the two library media specialists for ideas before she has designed the assignment. She knows that the library media specialist can help her in designing effective assignments so that all her students will be as successful as possible. She calls on both the library media specialists' areas of expertise in designing the lesson's criteria, rubric and final product, truly collaborating on the project from beginning to end.

One project in particular included an interactive Renaissance Fair, where her English 9 students of mixed ability worked with fourth grade students from one of the town's elementary schools to study the Renaissance and the world of Shakespeare. Several planning sessions took place between the English teacher, the library media specialist, and the fourth grade teacher. The fourth grade students and the ninth grade students met approximately four times to create their booths. They also attended a presentation by the Higgins Armory Museum about knights and medieval warfare.

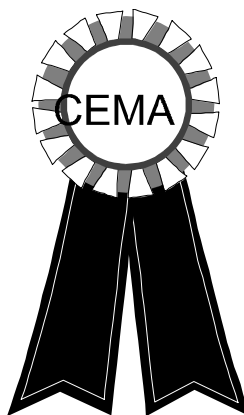
The students planned and created booths for a Renaissance Fair that was held for the rest of the 4th grade students, teachers, administrators, and parents. At the end of the previous year, Gayle and I wrote a mini-grant to the West Hartford Foundation, a grant which we received to fund this project.

Other collaborative projects with the library included:

- A student-run World Authors Symposium with her upperclassmen, which involved extensive research on the part of the students. Students were required to read three works by an author, and research the author's life using several types of sources. Students had to read biography, book reviews, literary criticism, and teach other students about their author and his or her life and work. This collaborative lesson was presented by Gayle Koffi and Tim Cayer at the 2006 CEMA Conference. (The presentation can be viewed on the CEMA website.)

- The upperclassmen also held an African-American Read-In Day in honor of Black History Month, where students selected passages to read to students from novels, poems, plays, short stories, essays, biography, and memoir by African-Americans.

*~Rachel Tonucci
Library Media Specialist
Hall High School Library
West Hartford*



THIS CEMAGRAM IS AVAILABLE ELECTRONICALLY BY GOING TO THE MEMBERS ONLY SECTION OF THE CEMA WEBSITE

www.ctcema.org

ATTN: If you receive the newsletter via email, please make sure your school network allows receipt of this message. Thank you!

www.ctcema.org

Members Only Login
ATTENTION: New Password

The Members-Only password is 'ynotread'.
The username is still '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.

As our website grows, this special web space will become more and more important. So visit often!

**How to Subscribe to CEMA - L
CEMA-L LISTSERV**

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with the following in the body of the message:

Subscribe CEMA-L yourfirstname yourlastname

Do not include a subject in the subject line.

Post messages to:

CEMA-L@LISTSERV.ACES.K12.CT.US

The *CEMA-gram*, published ten times each year, is the official newsletter of the Connecticut Educational Media Association. Subscriptions are included as a benefit of membership in CEMA. Submissions and correspondence should be sent to the CEMA PUBLICATIONS COMMITTEE, 49 Hazelwood Lane, Stamford, CT 06905, or emailed to hedysiegel@snet.net 2006-2007 CEMA President, Janet Roche The CEMA webpage can be accessed at www.ctcema.org

The logo for CEMA features the word "CEMA" in a large, serif font. To the left of the "C" are three horizontal lines of varying lengths, stacked vertically, resembling a stylized "E" or a graphic element.

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