



April 2008  
Vol.17 No. 6

a monthly newsletter of the Minnesota Educational Media Organization

## President's Message

*Gary Ganje*  
*MEMO President*

Are you looking for information that others have gathered on interactive white boards? Do you need information regarding policies on lost or stolen school equipment used outside of school? Do you want to have input on agenda items for upcoming MEMO meetings? Are you looking for a place to discuss the types of services that are provided by you each day? If any of these questions interest you, then please read on.

Many of you have picked up on the website that Marc Johnson has put together as an interactive tool for members. Over the past few weeks, the number of MEMO members registered at the site has grown. If you have not checked it out yet, please take a few minutes to explore the site (<http://memotech.ning.com>). To sign up, you simply need to provide an email address and create a user name/password.

The reworking of our MEMO web presence is one of our goals for this year. Feedback from the membership has indicated that while there is a need for the current type of web presence, there is also a need for an interactive type of presence. Many members have expressed frustration over the amount of email that is generated off of the MEMO lists. Members have also commented on the value of the information delivered via the various MEMO lists. The frustration seems to be in the timeliness of the information.



Although a particular email or question posted is valuable, it may not be posted when it is pertinent to all members. The memotech ning approach is an attempt to address this type of concern or frustration. Threads of posts can be archived and retrieved within a more useful time frame for the membership. Another advantage is that all replies are posted. Our current practice allows for some replies to be posted to the group and others replies go only to the origin of the post.

The memotech ning is not only for those members signed up for the MEMO Tech SID. Instead, it is an initiative open to all members to explore. If this type of web presence is well accepted, I foresee forums for the literature SID, regions, and various MEMO committees.

Please watch for a post on the memotech ning asking for feedback on this type of web presence or approach. As of this morning, there were 34 members registered. With a membership of over 600 people, I am hoping that we can have over 100 members registered soon so that we can gather feedback on this endeavor.

### Inside this Issue

MEMO Calendar	2
Awards & Elections	2
Midwinter Conference Recap	3
MINITEX News and Ideas	4
Professional Development	5-6
Licensure Task Force Recommendations	7-9
School Media Center Data Collection & Webinars Schedule	10-11
2008 Fall Conference – Call for Presenters	12

## It's award nomination time!

MEMO is seeking out individuals in your schools to recognize for their "above and beyond" contributions to your school library media and technology programs. Awards will be presented at the 2008 MEMO Fall Conference to be held October 2 - 4, 2008, at the Doubletree Hotel in St. Louis Park.

Nominations are being sought for the following awards:

- School Library Media Specialist - a school library media specialist who, through individual and sustained effort, has made outstanding contributions to the operation of effective school library media services and to advancing the role of the school library media center in the total educational program
- Outstanding service by an adult media or technology assistant
- School Administrator - a school superintendent, curriculum director or principal who has made a significant contribution to an exemplary school media program

Links to the nomination forms (posted this year as editable Word documents that you download and fill out on your computer, then mail) can be found on the Organization page of the MEMO website -

<http://www.memoweb.org/htmlfiles/organization.html>

All nominations must be submitted by July 1, 2008, for consideration.

The Technology Special Interest Division has been asked to submit a proposal for an additional award for 2009 that will be presented to an outstanding school technology director.

### MEMO Calendar

Please mark your calendars for the next MEMO Tech SID meeting at 9:00, on April 25th, at the Kelly Inn at Highways 55 and 494.

Directions can be found at:

<http://www.bestwesternplymouth.com/location.php>

The meeting agenda will be forthcoming. Please post any agenda items at <http://memotech.ning.com>

## Meet Mary Mehsikomer, candidate for MEMO Secretary



Mary Mehsikomer is a Senior Technology Planner at the Minnesota Department of Education, School Improvement Division. Mary has been working directly with Minnesota school districts, nonpublic schools, and charter schools on education technology related issues for the past 10 years. Mary's work includes designing and implementing Minnesota's technology planning process at both the state and school district level, providing technical assistance to school districts on school improvement initiatives and the federal E-rate telecommunications program and advocating for and supporting school library media centers throughout the state. Programs administered by Mary include the Minnesota Microsoft Cy Pres Program, the Enhancing Education Through Technology Grants Program, and the state's Telecommunications/Internet Access Equity Aid Program.

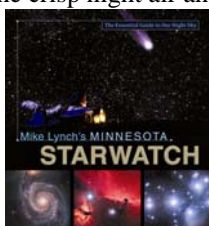
## Much to Learn @ the MEMO Midwinter Conference

MEMO Midwinter, held in Alexandria the last weekend in January, presented the 50 attendees with the opportunity to learn about and even “test drive” some of the new technologies and tools available on Web 2.0. Add to the exciting breakout sessions the chance to view the winter sky with Mike Lynch, quality time with 14 vendors, and opportunity to network with other media professionals and you have midwinter2008 in a nutshell!

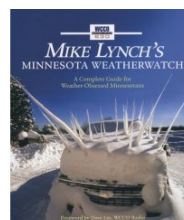


Keynote speaker and author at this year’s MEMO Midwinter Conference is Mike Lynch - broadcast meteorologist at WCCO Radio since 1981. Mike has covered everything from horrific tornadoes to record cold temperatures. He did a live broadcast from Tower, Minnesota when the temperature plummeted to 60 below on February 2, 1996, setting an all time record cold temperature for the state of Minnesota. The announcement that Mike’s book Minnesota Weatherwatch was nominated for a Minnesota book award came shortly before our conference.

Star gazing with Mike Lynch in the late January skies was a highlight for many of us! The crisp night air and high clouds moving in kept the star gazing to a what a thrill to who could the year goes astronomy Western



use the large telescopes to view the night sky explain what we were looking at and how that on! Mike is an avid amateur astronomer who’s classes and hosting stargazing parties all across Wisconsin for over 36 years. Thousands of



of the conference minimum, but with someone view changes as been teaching Minnesota and people in CCO

land have gazed

through Mike’s many telescopes and have made the stars and

constellations their old friends! Mike’s astronomy website is [www.lynchandthestars.com](http://www.lynchandthestars.com).



Breakout sessions at this year’s midwinter conference included an introduction to the 23 Things on a Stick program (a learning program that introduces you to Web 2.0 and the Web tools that are useful in all types of libraries) along with time to use your own laptop to get a head start on this exciting learning opportunity! Web 2.0 was also the topic for the session by Wendy Wolfe as she explored how new technologies and some different applications for some familiar tools can engage and excite students in developing their information/technology literacy skills.

Doug Johnson’s session focused on the unique attributes of today’s students and proposed a Net Gen learning environment to meet their unique needs. A look at using tools available on the Web if the cost of professional journals in print is prohibitive to assist in collection development was the focus of Gay Galles’ presentation. Jane Prestebak pointed out the connections between the Information/Technology Literacy Standards and the Research Project Calculator as well as demonstrating several new note-taking tools.

Randy Klauk demystified technical terminology related to digital cameras and offered some practical photography tips, while Marc Johnson showed us the dozens of cross-platform applications that are available that will run directly from a flash drive allowing users to take their work with them wherever they go.



The time spent networking with other library professionals is invaluable....and there was no shortage of opportunity for that at this year’s conference! Chairman Glenn Heinecke and his committee planned and executed an informative conference in an informal setting – thanks!



*Submitted by  
Mary Garlie*



## Tips and Ideas: Games, Statistics and Advocacy

### Library Arcade - Kristen Mastel

Recently, Carnegie Mellon University Libraries created two games "designed to help students develop research skills through entertaining and easy-to-repeat activities." In the game **I'll Get It!**, you play the role of a student who helps his/her peers answer research questions. Once you get the hang of this game, it can be quite fun as a library staff member; it takes a while to figure out all the areas of the game. The game begins with a patron sitting down at a table in the library. Next, the player picks up his/her question and brings it to the library catalog; finally, the catalog suggests a database, print material and Internet resource. It is up to you to select the BEST resource for the patron's need. Give it a try when you need to de-stress and work on your reference interview skills! It would be valuable to use with high school students to engage them in the critical thinking process of gathering and selecting information resources.

Rough on your shelving techniques, or have a new volunteer in your media center? Then try the game **Within Range**. You are provided a book cart full of print materials and you have to inter-shelve items in the correct Library of Congress order.

To play either game, visit:  
<http://www.library.cmu.edu/Libraries/etc/index.html>

---

### Why Statistics are Important - Kristen Mastel

Do you know the power of statistics? Are you currently using the statistics from the ELM databases? If not, you should be! Statistics can give you an accurate idea of how frequently your students and staff are using the statewide resources. They also can tell you which resources are less frequently used. For example, if you find that *Informe!* has low monthly statistics, you could work with the Spanish-language teachers to incorporate the resource into assignments or as a resource for students to find Spanish-language current events. Statistics give you a "reality check" against how much you "think" your patrons are using the resources and what the volume actually is. Statistics are an excellent teaching point and opportunity to champion the resources and explain their uses and benefits in reports to administrators and staff.

Did you know you can even set up monthly alerts that will deliver your statistics right to your e-mail inbox? That way

you do not have to log into the administration site every month or annually! It is quite the time saver! Also, EBSCO offers one-click graphs and charts to jazz up text-laden reports.

To view step-by-step directions on how to gather statistics for all the ELM databases, visit:  
<http://www.minitex.umn.edu/elm/stats.aspx>

An archived webinar on ELM statistics is available at:  
<http://www.minitex.umn.edu/events/training/archived.asp#104>

### Check out these useful articles:

Rethinking Library Statistics in a Changing Environment:  
<http://www.ala.org/ala/pla/plapubs/technotes/rethinkinglibrary.cfm>

Making Your Case with Library Statistics:  
<http://www.nclis.gov/statsurv/surveys/fscs/SDCmain/SDCresources/MakeCaseStats.pdf>

---

### Building True Advocacy for School Libraries -

*Jennifer Hootman*

If you haven't done so already, take some time to read Debra Kay Logan's article, "**Putting Students First**" in the January/February issue of *American Libraries*. This one is worth your time, attention, and discussion.

Logan passionately pursues an essential question, "When we talk about advocating for school libraries, what do we truly mean?" Moreover, she urges readers to think about this question from administrative and budgetary viewpoints. Logan states, "School libraries are traditionally seen as rooms with resources, with school librarians viewed as keepers of materials. Under this pretense, it's no wonder that libraries and librarians are sometimes thought of as expendable." What do we do to effectively advocate for school libraries? Logan sums up our strategy by stating we need to:

#### 1.) *Change the nature of our advocacy messages*

"To become effective advocates, our profession must shift the focus of our messages from speaking out about school libraries to promoting and supporting student learning and achievement. Student success is the business of schools. Student learning is at the core of meaningful advocacy messages."

"We need to have stakeholders advocate for them, and it is our job to build this stakeholder support."

### 2.) *Motivate stakeholders to advocate*

"When research evidence is presented in isolation, listeners inevitably question the validity of research. Instead of simply sharing research studies, school librarians need to 'mash up' research findings with what we know about our specific programs."

### 3.) *Mash up the data*

"To start, we need to clearly and consistently articulate and highlight the research showing the connections between strong school library programs and student learning and success. This forms a firm foundation for stakeholder advocacy." "Next, document the connection between research in the library and reading and writing standards as an integral part of the weekly lesson plans."

"When crafting an advocacy message, focus on specific and essential student needs..."

"Share evidence that ties research findings with what is happening in your school."

### 4.) *Remember that it's all about the students*"

All along we have known that school libraries play a critical and unique part in helping schools achieve their goals for students. However, our messages have sounded like school libraries and librarians are an ends, not means. It's time to adjust these messages and become advocates for students and student learning."

Logan, Debra Kay. "Putting students first: we must change the focus of our messages from school libraries to student learning and achievement." *American Libraries* 39.1-2 (Jan-Feb 2008): 56(4). Available in Electronic Library for Minnesota (ELM), Gale Professional Collection.  
<http://find.galegroup.com.proxy.elm4you.org/itx/start.do?prodId=SPJ.SP00>.



## TIES Weekend Workshops

TIES Saturday workshops feature some of TIES' most popular workshops. These in-depth, all-day and half-day sessions are offered April 12 and May 3.

### *April 12*

- ◆ Get a Second Life!.
- ◆ SMART Board – I Have One, Now What?
- ◆ The Social Web: Bringing Students Together Using Wikis, De.icio.us, GoogleDocs and Flickr.
- ◆ The Social Web: Bringing Students Together with Podcasting, RSS Feeds and Blogs

### *May 3*

- ◆ SMART Board – I Have One, Now What?
- ◆ Scratch(ing) the Surface: An Intro to MIT's Scratch
- ◆ GarageBand in the Classroom

View more details and register at  
[www.ties.k12.mn.us/Workshops\\_and\\_seminars.html](http://www.ties.k12.mn.us/Workshops_and_seminars.html).

### **MINITEX wants to know what you think of Logan's article.**

Post your comment on the MINITEX blog,  
<http://blogs.minitex.umn.edu/reference/2008/01/>.  
In what ways have you promoted your school library?  
Have you built stakeholder support? If so, how?  
Have you experienced success with your advocacy efforts?

## Children's Literature Workshop

The 29th Annual sponsored by the Center for Information Media at St. Cloud State University, will be held on **June 16-17, 2008**, at the Holiday Inn in St. Cloud. The keynote presenters will be **Eric Kimmel, Janet Stevens, and Rob Reid**. **Eric Kimmel** is the author of *Hershel and the Hanukkah Goblins* (Caldecott Honor Medal), *The Chanukkah Guest* and *Gershon's Monster* (Sydney Picture Book Award), among many other titles. See Eric's website at [www.ericakimmel.com](http://www.ericakimmel.com).

**Janet Stevens** is an award-winning illustrator, reteller, and author who has illustrated *Tops and Bottoms* (Caldecott Honor Medal), Eric Kimmel's *Anansi the Spider* books and many others. See Janet's website at [www.janetstevens.com](http://www.janetstevens.com).

**Rob Reid** has written 10 resource and picture books geared to teachers, librarians, and parents. He also writes regular columns for *Book Links* and *LibrarySparks* magazines. He will present a small group session as well as give the storytelling presentation. Rob's website is [www.rapnrob.com](http://www.rapnrob.com).

**Gertie Geck** will highlight the best of the new books for 2007-2008 and she will also have books for sale by the presenters. We will also offer four small-group sessions from which participants will choose three to attend:

- Award-Winning Books of 2007-2008, **Pat Heine**
- Promoting Reading With Die Cuts, **Phyllis Ellingson**
- Something Funny Happened at the Library, **Rob Reid**
- Take the Stage, **Mary Dank**

**Workshop Fee:** \$175 if postmarked on or before May 30, 2008; \$200 if postmarked after that date. This fee includes lunch both days, breaks, and all materials. One semester credit will be available at either the graduate or undergraduate level. Tuition may be paid at the workshop on Monday, but the registration fee must be paid in advance to hold your place. This workshop may meet the requirements of the 8710.7200 clock hour requirement for reading by increasing knowledge of children's literature and higher order thinking skills. Check with your district.

For information about the workshop, please contact either **Chris Inkster** ([cinkster@stcloudstate.edu](mailto:cinkster@stcloudstate.edu)) or **Marcia Thompson** ([mthompson@stcloudstate.edu](mailto:mthompson@stcloudstate.edu)) at St. Cloud State University. You may register by mail, fax or email. Visit our website at <http://web.stcloudstate.edu/clw> and click on the **Register Now** link. Or contact Lu Ann Rice ([rice@theodysseygroup.com](mailto:rice@theodysseygroup.com)) at The Odyssey Group at (320) 202-1831.



## CLN Booktalkers Festival! June 19, 2008 , 9 am to 4 pm

Join Children's Literature Network for this festival of booktalkers, each sharing the best books in various topic areas. Special guests Kathleen Baxter, Rob Reid, and Anita Silvey will enthrall you (you can't hear them anywhere else for this price). You'll gain new reading lists, selections for your media center, classroom activities and methods, and a new enthusiasm for books you haven't encountered before!

Join our emcee, author Marsha Qualey, for a fascinating day of the best booktalkers, each of them topic experts. Choose from one of three booktalks each hour! Tasty box lunches will be available for a "working lunch."

**Register before April 30th** and you will receive an annotated, tabbed notebook of every booktalk for free. If you register after that date, the notebook will be for sale in our bookstore for \$35.

The speakers' books will be for sale in our bookstore that day, as well as a few select books from each presentation.

Speakers: Kathleen Baxter on nonfiction, Aimee Bisonnette on civics and the law (terrific for critical literacy, social justice, and character education programs); Lisa Bullard on American historical fiction; Steve Palmquist on science fiction, science fact; Vicki Palmquist on fantasy; Rob Reid on fiction for elementary and middle grades; Julie Reimer on picture books; Laura Purdie Salas on poetry, and Anita Silvey on young adult literature. Ideal for classroom teachers, media specialists, reading specialists, curriculum directors, librarians, parents, and grandparents. **6 hours CEUs. Reading clock-hours to meet legislation 8710.7200. Hamline graduate school credit pending but likely.**

Registration closes by Wednesday, June 11th. No refunds can be given after that date. Workshop fee is \$80 for CLN charter members, \$120 for CLN members, and \$180 for non-members (includes one-year CLN membership).

Register online or print out a registration form: <http://www.childrensliteraturenetwork.org/events/clnevent.html>

**Radisson Plymouth**, 3131 Campus Drive, Plymouth, MN 55441 (you may make a reservation at this hotel if you're staying overnight).

# Licensure Task Force

## Introductory statement:

Last year four of us, Gary Ganje, Sue Heidt, Laurie Conzemius, and I, (Gina Light) were on a technology task force looking at all of the licensures which involve technology. Of course, the Library Media Specialist licensure was among them. We did significant work. Additionally, the reading task force was adding to our rule as well. I am attaching the changes that have been suggested by each task force for you to view. If you have questions or comments, please feel free to email me. The changes by the technology task force are in teal blue. The reading task force added new wording in yellow.

Submitted by Gina Light.

## **8710.4550 LIBRARY MEDIA SPECIALISTS**

Subpart 1. **Scope of practice.** A library media specialist is authorized to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate and consult with other classroom teachers for the purpose of integrating information skills and technology literacy skills tools with content teaching, and to administer media center operations, programming, and resources.

Subp. 2. Licensure requirements. A candidate for licensure as a library media specialist shall:

- A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;**
- B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and**
- C. show verification of completing a Board of Teaching preparation program approved under part 8700.7600 leading to the licensure of library media specialists in subpart 3.**

Subp. 3. **Subject matter standard.** A candidate for licensure as a library media specialist must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to E.

A. A library media specialist develops and implements an information media program that reflects the vision, mission, and goals of the school. The specialist must:

- (1) identify and apply current educational research, theory, and practice;
- (2) use a research and knowledge base to determine the role of information media and technology tools for communication; and
- (3) collaborate in developing short-range and long-range plans for the information media program.

(4) demonstrate basic knowledge of computers and related technology and peripherals, including hardware, software, file management, care of equipment and security;

(5) demonstrate basic knowledge of computer-based productivity applications.

(6) demonstrate basic knowledge of digital communications applications, which can include graphics and multimedia production.

(7) demonstrate basic knowledge of methods to manage technology information resources, user access and applications in an education setting.

(8) demonstrate ability to evaluate, select, and apply appropriate hardware, software, and other resources.

(9) demonstrate the knowledge needed to develop information and technology literacy curriculum.

B. A library media specialist develops and implements an information and technology literacy media program that is an integral part of the total curriculum. The specialist must:

(1) participate in curriculum development with teachers across grade levels and disciplines;

(2) plan and conduct a sequential integrated program of instruction in the use of information and technology tools for research and communication; (3) **collaborate with teachers of early childhood through adult students to design, implement, and assess learning activities to meet specific learning objectives;**

(4) guide students in locating, processing, critically evaluating, and communicating information and to assess the processes and products of the learning;

(5) provide reading, viewing, and listening guidance appropriate to the students' interests, goals, needs, and abilities;

(6) provide leadership and staff development in effective use of technologies, strategies, and resources;

(7) assist teachers in the selection and evaluation of resources;

(8) consider the developmentally appropriate level, format, and curricular objectives in the design and production of media; and

(9) formulate and conduct student learning activities that integrate the use of information media and technology tools, including the legal context, ethics, and online safety issues inherent in the use of technology for learning and communication and the changeable nature of these technologies.

**C. A library media specialist develops and implements information media program policies and procedures consistent with principles of professional practice and appropriate to the mission and goals of the school and district. The specialist must:**

- (1) monitor needs, usage, and trends to structure and justify program budgets;
- (2) administer program budgets in a fiscally sound manner;
- (3) develop a collection based on curriculum and learner needs;
- (4) acquire, process, organize, maintain, circulate, and inventory resources;
- (5) identify and acquire resources beyond the media center to expand information access;
- (6) identify personnel needs and supervise personnel;
- (7) consult and participate in the planning of the media center facility;

(8) consult and participate in the design of school facilities so that information and technology tools learning technologies can be used;

- (9) evaluate program, facilities, and resource collections;
- (10) develop and monitor information technology policies and procedures to protect constitutional and statutory rights; and
- (11) establish and maintain a learning environment in the media center.

**D. A library media specialist initiates and maintains motivating environments that foster the continued professional growth of the learning community. The specialist must:**

- (1) model and teach responsible and ethical access to and use of information;

(2) interpret and promote the information and technology literacy media program;

- (3) disseminate pertinent information about educational and technological trends and legal developments; and
- (4) provide leadership in incorporating research referenced innovations.

E. A library media specialist must demonstrate an understanding of the teaching of information and technology literacy media that integrates understanding of information media with the understanding of pedagogy, students, learning, classroom management, and professional development. The library media specialist for children, preadolescents, and adolescents shall:

- (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;
- (2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;

(3) develop curriculum goals and purposes based on the central concepts of information and technology literacy information media and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

- (4) understand the role and alignment of district, school, and department mission and goals in program planning;
- (5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- (6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;
- (7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process;
- (8) understand the impact of reading ability on student achievement in information and technology literacy, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read library and media materials effectively; and
- (9) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, middle level, and high school students within a range of educational programming models.

**F. A library media specialist must understand the content and methods for teaching reading including:**

(1) knowledge of reading processes and instruction including:

- (a) foundational theories related to practices and materials used in the classroom;
- (b) the distinctive and contrasting features of written and oral language and how those unique features impact reading development;
- (c) the relationships between and among print processing abilities, motivation, background, and discourse knowledge; cognitive abilities, and reader's interest and how those relationships impact comprehension;
- (d) the complexities involved in the development of academic language and the impact of that development in school success;
- (e) the role and rationale in using literature and other texts including electronic texts and non-print materials across the curriculum; and

(2) ability to use a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction including:

- (a) the appropriate applications of a wide variety of instructional frameworks that are effective in meeting the needs of readers in intermediate, middle school, and high school settings across developmental levels, proficiency, and linguistic backgrounds;
- (b) the ability to plan instruction and select strategies that help students read and understand content area texts and spur student interest in more complex reading materials;
- (c) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;
- (d) the ability to identify instructional practices, approaches and methods and match materials to the cognitive levels of all readers, guided by an

evidence- based rationale, which support the developmental, cultural, and linguistic differences of readers.

(3) use of a variety of assessment practices to place and evaluate effective reading instruction including:

- (a) understanding characteristics, uses, advantages and limitations of different types of formal assessment and informal assessments;
- (b) understand the structure and purpose of criterion referenced, norm referenced instruments and other summative assessments;
- (c) understand the structure and purpose of performance based assessments used in the ongoing formative assessment of student strengths and needs.
- (d) use of data to set goals and objectives, make effective instructional decisions and demonstrate responsiveness to students needs; and
- (e) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact students' achievement.

(4) ability to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:

- (a) development and implementation of classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;
- (b) understanding of how to create a literacy rich environment that includes a variety of texts, student artifacts, literacy instructional supports, and a physical arrangement that promotes literacy learning;
- (c) the ability to create and maintain a motivating classroom and school environment that promotes ongoing student engagement and literacy for all students; and
- (d) the ability to model and reinforce reading and writing as valued and purposeful lifelong activities.

(5) a view of professional development as a career-long effort and responsibility including:

- (a) displaying positive dispositions toward the act of reading and the teaching of reading, including a belief that all students can learn to read regardless of their cognitive, cultural or linguistic backgrounds;
- (b) understanding of the importance of the home-school connection and the ability to support;
- (c) knowledge of how to support students in utilizing the tools of critical literacy to engage in exploration of social justice and other issues important to students' lives;

(d) engagement in personal learning as a daily and long-term goal to inform instructional decision making and practice;

(e) seeking to be well informed and up-to-date in knowledge of content area literacies;

(f) working with colleagues to observe, evaluate, and apply feedback into instructional practice;

(g) actively seeking opportunities to participate in learning communities and professional organizations;

(h) developing and maintaining collegial relations to support literacy initiatives across various communities within a district/school and maximize student learning.

Subp. 4. Continuing license. A continuing license shall be issued and renewed according to the rules of the Board of Teaching governing continuing licensure.

Subp. 5. Effective date. Requirements in this part for licensure as a library media specialist are effective on September 1, 2001, and thereafter.

Did you catch the article in *School Library Journal* about children's book publishing in Minnesota?

<http://www.schoollibraryjournal.com/article/C6536655.html>

Congratulations to our wonderful Minnesota publishers!

## Library Media Center Annual Report

State Library Services will begin accepting the first annual school library media center annual data starting April 15, 2008. Each school will receive by mail a worksheet, definitions, and instructions for compiling and entering the data. Library media center staff may directly contact Bruce Pomerantz, library development specialist, for assistance in understanding the data element definitions, at 651-582-8890; [bruce.pomerantz@state.mn.us](mailto:bruce.pomerantz@state.mn.us). Additionally, he will hold a series of webinars in April.

The annual report worksheet and definitions are at  
<http://mn.webjunction.org/forums/category.jspa?categoryID=111>

To participate in any of the webinars:

### **In Advance**

To participate, test your computer compatibility in advance using the [Setup Wizard](http://208.185.78.171/wizard/wizard.html.epl?wizardconf=hm.conf),  
<http://208.185.78.171/wizard/wizard.html.epl?wizardconf=hm.conf>.

You may do this at any time before your first session. It ensures that Java is installed and everything is working correctly before you participate in one or more sessions. If there are network restrictions on downloading plug-ins, you may need to request assistance from network staff to complete the test.

Note: Since your audio for this webinar is via phone, you only have to pass the first 4 steps of the wizard (the last two steps, playback and recording, are only for meetings that use Voice over IP for audio). You can close the wizard before completing the last two steps.

No advance registration is necessary. You may enter the room even after the presentation begins. The webinars have been scheduled back to back so if you need to enter the first session late, you may pick up what you missed with the second.

### **On the Day of the Webinar**

Please arrive several minutes before the scheduled start time to give us time to swat any bugs.

You need to use your computer and your telephone.

#### **Online:**

On the scheduled day, enter the electronic meeting room by visiting <http://wj.horizonwimba.com>.

Activate "Participant Login".

At "Room ID", enter **mn\_sls**

At "Name," enter your name.

#### **Telephone Conference Call:**

For the audio portion, phone 1-800-857-0066.

The password is 90787

If you have any problems with the telephone portion, phone 651-297-8282.

### **More Information on LiveSpace:**

If you have more questions about using Live Space, check [Live Space FAQ](#) for the most common answers and instructions for contacting technical support.

## LIBRARY MEDIA CENTER ANNUAL REPORT WEBINARS SCHEDULE

Future Webinars to be Scheduled Based on Past Attendance and Requests,
--

Date	Time	Topic
<u>April 2</u>	7:30 - 8:00	Staffing
April 2	8:00 – 8:30	Student Services
April 3	7:30 - 8:00	Student Services
April 3	8:00 – 8:30	Staffing
April 4	3:00 – 3:30	Staffing
April 4	3:30 - 4:00	Student Services
April 7	7:30 - 8:00	Ask me anything & Why an annual report?
April 7	8:00 – 8:30	Ask me anything & Why an annual report?
April 8	7:30-8:00	Facilities and Technology
April 8	8:00-8:30	Student Services
April 9	7:30-8:00	Student Services
April 9	8:00-8:30	Facilities and Technology
April 11	3:00 – 3:30	Student Services
April 11	3:30 - 4:00	Facilities and Technology
April 15	7:30 - 8:00	Professional Environment
April 15	8:00-8:30	Collection
April 16	7:30 - 8:00	Collection
April 16	8:00-8:30	Professional Environment
April 17	7:30 - 8:00	Staffing
April 17	8:00 – 8:30	Student Services
April 18	3:00 – 3:30	Student Services
April 18	3:30 - 4:00	Staffing
April 21	7:30 - 8:00	Ask me anything & Facilities and Technology
April 21	8:00 – 8:30	Ask me anything & Facilities and Technology
April 23	7:30 - 8:00	Ask me anything & Collection
April 23	8:00 – 8:30	Ask me anything & Professional Environment
April 24	7:30 - 8:00	Ask me anything & Professional Environment
April 24	8:00 – 8:30	Ask me anything & Collection

# MEMO Fall Conference 2008

## Call for Presenters

October 2-4, 2008

Doubletree Hotel Park Place, St. Louis, MN October 2-4, 2008

The Program Committee for the 2008 MEMO Fall Conference is seeking individuals or panels to speak, share strategies and best practices, present research or entertain relating to the theme, “**Leading 21<sup>st</sup> Century Learning.**”

We are seeking presentations in four strands: Reading/Literature, Information/Technology Literacy, Technology Management, or Vendor. We are asking vendors to present with a school or school district and to identify this co-presenter on the form. Please indicate at what level your session fits best.

Due to skyrocketing conference expenses, session presenters will not be receiving a free registration. Session presenters may reduce their registration fee by \$50.00 per session once their proposal has been accepted, or may ask for a \$50.00 per session refund following the conference.

**Proposal deadline is Thursday May 1, 2008.**

Notification of acceptance of proposal will be made no later than June 15<sup>th</sup>.

Go to MEMO website to download presenter proposal form  
<http://www.memoweb.org/htmlfiles/conference.html>

Or contact [sally.mays@wayzata.k12.mn.us](mailto:sally.mays@wayzata.k12.mn.us)

**MEMOrandom is published monthly except in June, July and August by the Minnesota Educational Media Organization, MEMO/D.Sylte, PO Box 130555 Roseville, MN 55113-0005 under the auspices of the Communications Committee.**

Submissions to the newsletter may be sent to Mary Alice Anderson, MEMOrandom Editor. Send to [Maryalicea@mac.com](mailto:Maryalicea@mac.com)  
Submissions in MS word processing are particularly welcome.

ISSN number: 1542-3689

MEMO's phone AND fax number: 651-771-8672

**MEMO**  
**Minnesota Educational Media Organization**  
*Serving school media and information technology professionals*  
**PO Box 130555**  
**Roseville, MN 55113-0005**

**NONPROFIT ORG**  
**U.S. POSTAGE**  
**PAID**  
**MINNEAPOLIS, MN**  
**PERMIT NO. 27602**