



MASL

Maryland Association of School Librarians

School Library Media Centers...Bring Students and Information Together

Conference Schedule

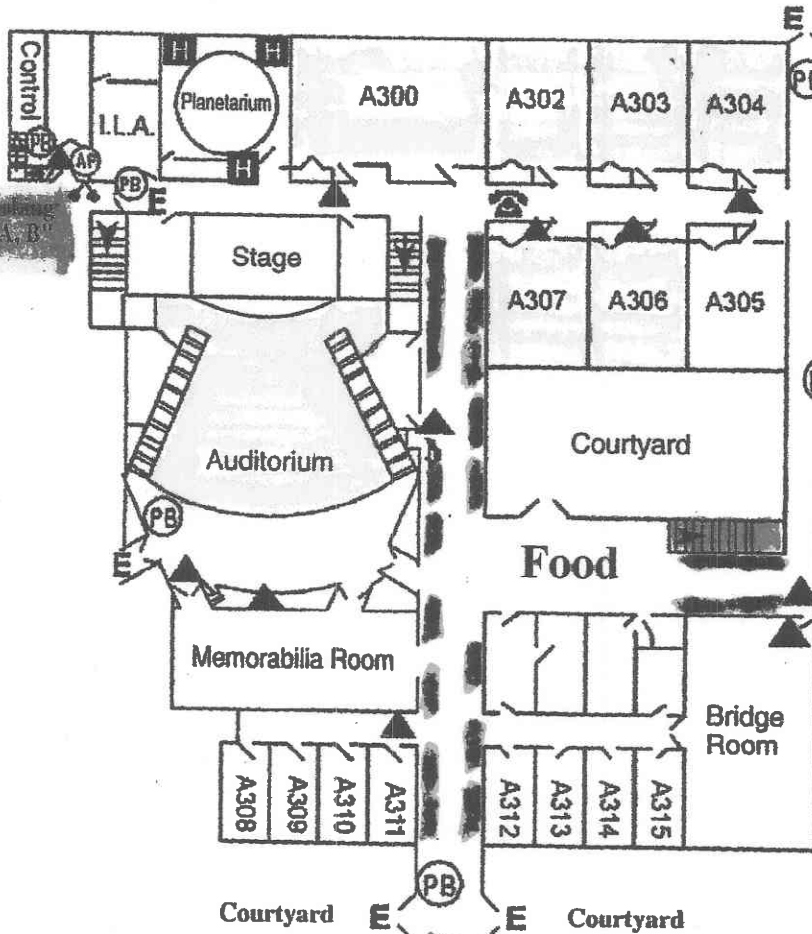
Friday, October 19, 2012

- 7:30 - 9:00 Registration/Continental Breakfast
- 8:20 - 9:30 Opening Remarks and Keynote (Kathy Schrock) in Auditorium
- 9:40 - 10:30 Session 1
- 10:30 - 11:00 Vendor Visits
- 11:00 - 11:50 Session 2
- 12:00 - 1:15 Buffet Lunch (Building 2)
- 1:30 - 2:30 Author Presentation (Sharon Draper) and BES Raffle Drawing in Auditorium
- 2:30 - 3:00 Vendor Visits + Author Signing
- 3:00 - 3:50 Session 3
- 4:00 - 4:15 Giveaways in Auditorium (red ticket) You must be present to win!

Pick up a free book outside the auditorium as you leave.



**First Floor -
"North" Academic Wing
(Building #3)**



KEY

Sessions

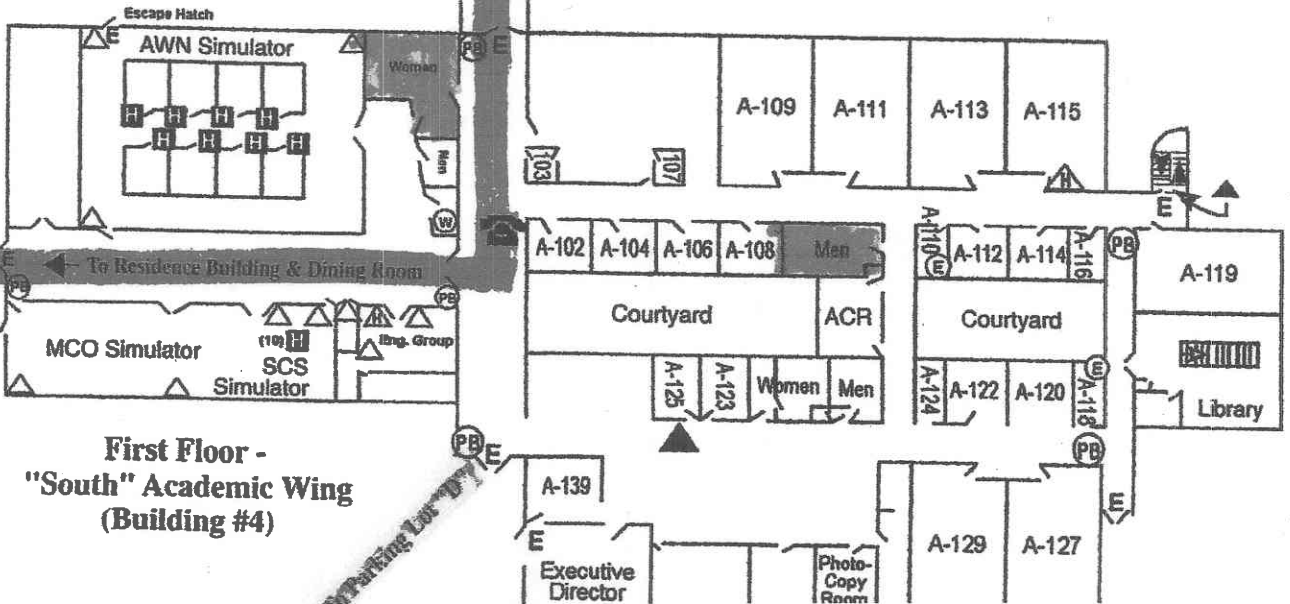
Vendors

Restrooms

Restrooms Downstairs

Path to Lunch

Exits to Parking



**First Floor -
"South" Academic Wing
(Building #4)**

Session 1

Auditorium:

iPads for Teaching

Kathy Schrock - Educational Technologist

The iPad for Teaching presentation covers tools that can be utilized by the teacher/library teacher for teaching, assessment, and collaboration. Successful practices for teaching with the iPad will be highlighted and iPad apps will be presented that target each cognitive level of Bloom's Taxonomy.

Best suited for teachers of students in grade 4 and up.

Room 300:

Get a Little Graphic! Building Robust Elementary School Graphic Novel Collections

Rebecca Oxley – Graduate Research Associate in Information Policy and Access Center,
University of Maryland College Park

Matthew Winner – Longfellow ES, Howard County

Do you have reservations about graphic novels? You know they're super-popular, but not sure where they fit into the curriculum? Then don't miss this presentation! Find out what kids are reading, which outstanding titles are must-haves, and learn more about the new BES Graphic Novel Award being piloted this year.

ES

Room 302:

Choosing the Right Text for Students! Common Core and Text Complexity

Jay Bansbach – Program Specialist, School Libraries, MSDE

Kathy Lauritzen – Coordinator, English/Language Arts, MSDE

Under the Common Core State Standards, students are expected to read and comprehend texts with increasing complexity as they progress through school. Text complexity relies on a composite of quantitative and qualitative factors as well as the judgment of the teacher. Learn how to best assist your teachers. Includes activity.

ALL

Room 303:

Doing the Daily 5 the Library Media Way

Tammy Royo Szczepanski – Hollifield Station ES, Howard County

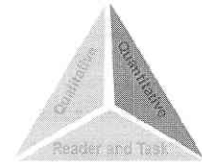
The Daily 5 (Boushey and Moser, 2006) outlines a classroom management system for bringing literacy learning and motivation research into grade level classrooms. Learn how an elementary library media specialist has adapted the five components giving it a library-land twist.

ES/Pre-Service





Quantitative Measures of Text Complexity



Common Scale for Band Level Text Difficulty Ranges						
Common Core Bands:	Text Analyzer Tools					
	ATOS	DRP	FK★	Lexile★	SR	RM
2nd-3rd	2.75-5.14	42-54	1.98-5.34	420-820	0.05 - 2.48	3.53 - 6.13
4th-5th	4.97-7.03	52-60	4.51-7.73	740-1010	0.84 - 5.75	5.42 - 7.92
6th-8th	7.00-9.98	57-67	6.51-10.34	925-1185	4.11 - 10.66	7.04 - 9.57
9th-10th	9.67-12.01	62-72	8.32-12.12	1050-1335	9.02 - 13.93	8.41 - 10.81
11th-CCR	11.20-14.10	67-74	10.34-14.2	1185-1385	12.30 - 14.50	9.57 - 12

Grade level	Fountas & Pinnell	CCSS Lexile levels – Appendix A
2	J, K, L, M	450-790
3	N, O, P	
4	Q, R, S	770-980
5	T, U, V	
6	W, X, Y	955-1155
7	Z	
8	Z	
9	-	1080-1305
10	-	
11	-	1215-1355
12	-	

Use this one

Not longer Valid

- *Test and validate quantitative measures of text complexity and difficulty (led by Chuck Perfetti, U of Pitt)
- *In particular, assessed the capabilities of six quantitative metrics to predict text difficulty for students on standardized tests:

- o ATOS - ATOS® (Renaissance Learning)
- o DRP - Degrees of Reading Power® (Questar)
- o FK - Flesch Kincaid® *Measured through Microsoft word & will measure through grammar check.*
- o Lexile - Lexile Framework® (MetaMetrics)
- o SR - Source Rater® (Educational Testing Service)
- o RM- Pearson Reading Maturity Metric® (Pearson Education)

*↳ Word Optims
↳ Readability*

Reader and Task Considerations for Text Complexity

Cognitive Capabilities	Discussion/Comments
<p>To what degree . . .</p> <ul style="list-style-type: none"> do the readers possess the attention span necessary to read and comprehend the text? will the readers be able to remember and make connections among the various details presented in the text? do readers possess the critical/analytical thinking skills necessary to understand the relationships between and among the various parts of the text? can the text be sufficiently scaffolded to overcome any deficits in cognitive capabilities? 	
<p>Reading Skills</p> <ul style="list-style-type: none"> do the readers possess the necessary reading skills (foundational skills, inferencing, questioning, comprehension strategies) to understand and make connections in the text? can the text be sufficiently scaffolded to overcome any deficits in reading skills? 	
<p>Motivation and Engagement with Task and Text</p> <p>To what degree . . .</p> <ul style="list-style-type: none"> will the readers be interested in the content of the text? will the readers be interested in and engaged with the style of writing and/or the presentation of ideas within the text? will the readers be able to understand the purpose for reading the text, which might shift over the course of the reading experience (i.e., skimming, studying to retain content, close reading, etc.)? can sufficient motivation be developed to increase the reader's enthusiasm and engagement with the task and text? 	
<p>Prior Knowledge and Experience</p> <p>To what degree . . .</p> <ul style="list-style-type: none"> do the readers possess adequate prior knowledge of and/or experience with the topic, the vocabulary, the genre, the language (i.e., syntax, diction, rhetoric) of the text? can connections be made between the content of the text and other learning experiences? can deficits in prior knowledge and/or experience with the topic, the vocabulary, the genre, and/or the language be overcome with minimal instructional time? 	
<p>Content and/or Theme Considerations</p> <p>To what degree . . .</p> <ul style="list-style-type: none"> does the text contain sensitive issues or topics (e.g., gender-bias, cultural stereotypes, age-bias, sexuality, outdated perceptions, etc.) that some readers may find inappropriate? does the text contribute to a balance of diversity throughout the course or grade level reading selections? do the readers possess the maturity to respond appropriately to any potentially sensitive issues or topics? can potentially sensitive topics or issues be addressed through the creation of a safe classroom environment and open communication with students and parents? 	
<p>Associated Tasks</p> <p>To what degree . . .</p> <ul style="list-style-type: none"> will the characteristics of any tasks and/or questions (complexity, length, relevance, etc.) associated with the text interfere with the reading experience? do all the tasks and/or questions require the reader to stay grounded in the text? 	

Qualitative Dimensions of Text Complexity*

Informational Text**

Text Structure			
Complex Complex/implicit/unconventional informational structures If present, illustrations/graphics/text features are sophisticated, essential to understanding, and provide information not otherwise conveyed in the text	Mostly Complex Some complexities and unconventionality; more implicit than explicit If present, illustrations/graphics/text features are sophisticated, may be essential to understanding, and provide information not otherwise conveyed in the text	Mostly Simple Primarily simple and conventional; more explicit than implicit If present, illustrations/graphics/text features enhance reader's understanding and supplement understanding of the text	Simple Simple/explicit/conventional informational text structures If present, illustrations/graphics/text features are unnecessary or supplementary to understanding the text
Language Conventionality and Clarity			
Complex Complex sentence structures Strongly employs the use of irony, abstract, and/or figurative language Complex language (generally unfamiliar, archaic, ambiguous, and/or purposefully misleading) Sophisticated use of vocabulary that is multi-meaning, connotative, conceptual, academic, and domain-specific	Mostly Complex Primarily complex sentence structures Employs the use of irony, abstract, and/or figurative language Moderately complex language (generally unfamiliar, archaic, ambiguous, and/or purposefully misleading) Some sophisticated vocabulary that is multi-meaning, connotative, conceptual, academic, and domain-specific	Mostly Simple Primarily simple sentence structures with modest use of complex structures Predominantly literal language with moderate use of figurative language and/or irony Primarily clear, contemporary, familiar, and/or conversational language Largely simple vocabulary with moderate use of vocabulary that is multi-meaning, connotative, conceptual, academic, and/or domain-specific	Simple Simple sentence structures. Literal language Clear, contemporary, familiar, and/or conversational language Simple vocabulary
Levels of Meaning or Purpose			
Complex Subtle, implied, difficult to determine theme and/or purpose Sophisticated, multiple themes and perspectives Perspectives and experiences distinctly different from the common reader High inter-textuality (many references to/citations of other texts)	Mostly Complex Implied but fairly easy to infer theme and/or purpose Multiple themes and perspectives Perspectives and experiences uncommon to most readers Inter-textuality (some references to/citations of other texts)	Mostly Simple Implied but easy to identify theme and/or purpose based upon context Primarily single themes and perspectives Perspectives and experiences common to many readers Moderate inter-textuality (few references to/citations of other texts)	Simple Explicitly stated theme and/or purpose Single themes and perspectives Familiar perspectives and common everyday experiences No inter-textuality (no references to/citations of other texts)
Knowledge Demands			
Complex Requires extensive and specialized experiences and knowledge Requires a depth of discipline-specific content knowledge	Mostly Complex Requires specialized experiences and knowledge Requires some discipline-specific content knowledge	Mostly Simple Requires everyday knowledge with modest experiences Requires some discipline-specific content knowledge	Simple Requires everyday knowledge Requires familiarity with genre conventions

*This tool should be used for all instructional text in grades 3 and above and for read-alouds only in PreK through Grade 2.

**Informational text in the Common Core includes literary non-fiction.

Adapted from *Common Core State Standards for English Language Arts*, Appendix A, page 6
Reading English Language Arts / Maryland State Department of Education

Qualitative Dimensions of Text Complexity* Literature

Text Structure			
Complex	Mostly Complex	Mostly Simple	Simple
Complex/implicit/unconventional literary structures Frequent manipulations of time and sequence Many shifts in point of view	Some complexities and unconventionality; more implicit than explicit Several major shifts in time/use of flashback Occasional shifts in point of view	Primarily simple and conventional; more explicit than implicit No major shift in time; may use minor flashback, but primarily chronological Few, if any, shifts in point of view	Simple/explicit/conventional literary text structures Chronological sequence No shifts in point of view
Language Conventinality and Clarity			
Complex	Mostly Complex	Mostly Simple	Simple
Complex sentence structures Sophisticated use of figurative language, irony, allegory, and/or abstract language Unfamiliar, archaic, ambiguous, and/or purposefully misleading language usage Sophisticated use of vocabulary that is multi-meaning, connotative, conceptual, academic, and domain-specific	Primarily complex sentence structures Use of figurative language, irony, allegory, and/or abstract language Use of unfamiliar, archaic, ambiguous, and/or purposefully misleading language usage Some sophisticated vocabulary that is multi-meaning, connotative, conceptual, academic, and domain-specific	Mostly simple sentence structures with modest use of complex structures Predominantly literal language with moderate use of figurative language and/or irony Mostly contemporary, familiar, and conversational language Largely simple vocabulary with moderate use of vocabulary that is multi-meaning, connotative, conceptual, academic, and/or domain-specific	Simple sentence structures Literal language Contemporary, familiar, and/or conversational language Simple vocabulary
Levels of Meaning			
Complex	Mostly Complex	Mostly Simple	Simple
Subtle, implied, difficult to determine theme and/or purpose Sophisticated, multiple themes and perspectives Multiple, unfamiliar, opposing perspectives and/or experiences Sophisticated references/allusions, essential to understanding	Implied but fairly easy to infer theme and/or purpose Multiple themes and perspectives Some unfamiliar, opposing perspectives and/or experiences Frequent references/allusions, enhance understanding	Implied but easy to identify theme and/or purpose based upon context Primarily single themes and perspectives Primarily common experiences and/or moderate use of fantastical situations References/allusions, if used are commonly known	Explicitly stated theme and/or purpose Single themes and perspectives Familiar common everyday experiences or clearly fantastical situations No references/allusions
Knowledge Demands			
Complex	Mostly Complex	Mostly Simple	Simple
Extensive depth of cultural and literary knowledge promotes understanding If present, illustrations are sophisticated, essential to understanding, and provide information not otherwise conveyed in the text	Depth of cultural and literary knowledge enhances understanding If present, illustrations are sophisticated, may be essential to understanding, and provide information not otherwise conveyed in the text	A modest knowledge of cultures and genres enhances understanding If present, illustrations enhance reader's understanding and supplement understanding of the text	Requires only everyday knowledge and familiar genres If present, illustrations/graphics/text features are unnecessary to understanding the text

***This tool should be used for all instructional text in grades 3 and above and for read-alouds only in PreK through Grade 2.**

Adapted from *Common Core State Standards for English Language Arts*, Appendix A, page 6
Reading English Language Arts / Maryland State Department of Education

Session 2

Auditorium:

Lit and Math: A Unlikely Pair -- OPAC Tagging and the Common Core

Janice Hauver – Brunswick Elementary School, Frederick County

Kim Cowles – Spring Ridge Elementary School, Frederick County

Utilizing the Elementary Math Common Core Curriculum, a wikispace, seven different school libraries, a union catalog, incredibly creative school librarians, a nice feature in the OPAC, the talents of some grade level teachers and the help of some Math Specialists, come see what the buzz is about in Frederick County and see how our elementary librarians have partnered with classroom teachers to integrate literature into math! Hands on opportunity to review current titles.

ES

Room 300:

Hard Core Support: What School Librarians Can Do

Kimberly Dyar – Elkton High School, Cecil County

As teachers and districts implement the Common Core, it is essential for librarians to establish their value as indispensable partners in the process. But how do we do so? Come see some examples and approximations, learn about the presenter's approach and philosophy, share your insights, and participate in a critical conversation.

MS/HS/Pre-service

Room 302:

Common Core Connections with *Speaking and Listening in Media*

Jan E. Nies – Parr's Ridge ES, Carroll County

Emily Howe – Mt. Airy ES, Carroll County

Kathleen Casper – Parr's Ridge ES, Carroll County

Discover how media specialists at two elementary schools (one K-2, the other grades 3-5) collaborated with their staffs to design and implement consistent nonverbal cues for the purpose of actively engaging all students in rigorous literary conversations.

ES

Room 303:

Solving for X: What's Missing in the Math Teacher Collaboration Equation?

Dr. Mega Subramaniam – Assistant Professor & Associate Director of Information Policy and Access Center, University of Maryland

Dr. Ann R. Edwards – Assistant Professor, Center for Mathematics Education, UMCP

Rebecca Oxley – Graduate Research Associate, Information Policy and Access Center



WHERE MEETINGS MATTER

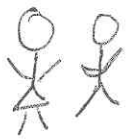
Solving for X = Math Collab

Bearers - Access, PD, Curr. / Ped. Relevance

X = fertile ground
↳ Bring ideas to table.
= look at big picture

- Math Quest Books
- Flatlands
- Phantom Toll booth

Traditional Gender Roles



Changing the Roles



Data?



Session 3

Auditorium:

Introducing the Maryland Black-Eyed Susan Picture Books for 2012-2013

Melissa Da – Mt. Washington ES/MS, Baltimore City

Karen Dulany – Linton Springs/Piney Ridge ES, Carroll County

Sarah Roark – Charles E. Lewis Jewish Day School, Independent

Meet this year's list of fifteen wonderful picture books. Members of the committee will provide an overview of the nominees and tips for running the picture book program in your media center.
ES/ALL

Room 300:

Presenting the Grades 4-6 Nominees for the Maryland Black-Eyed Susan Book Award

Mary Beth Bauernschub – Rockledge ES, Prince Georges County

Rebekah Kaufman – Catonsville ES, Baltimore County

Faith Ward – Garrison Forest School, Independent

This session will provide an overview of the 2012-2013 Black-Eyed Susan nominated titles for grades 4-6 as well as a discussion of how to integrate Black-Eyed Susan books into the school library program.

ES/MS

Room 302:

School Libraries @ the Core: Integration of the School Library Media Standards into the Maryland Common Core and STEM Frameworks

Jay Bansbach – Program Specialist, School Libraries, MSDE

Opportunities Abound! Identify how to best assist your classroom teachers adopt the new curriculum by spending some time reviewing the Maryland Common Core for English/Language Arts and STEM Frameworks and seeing how school libraries make natural connections. Also learn about work being done with cross content literacy and with Social Studies.

ALL

Room 303:

Epic Wins with Skyping, Gaming, and Impersonating Bill Nye! Lessons Learned in Five Years as a Library Media Specialist

Matthew C. Winner – Longfellow ES, Howard County

In five years a library can become a home, a library program an identity, and an individual a part of the school's culture. Hear how one such media specialist strived to change his part of the world by doing the best he could to be himself. (SPOILER ALERT: It worked!)

ALL

