

## **REMA MEETING MINUTES**

### **February 17, 2005**

#### **REMA business**

- REMA members in attendance unanimously approved the slate of new officers:

Co-presidents:	Linda Murray and Melanie Smith
Secretary:	Lisa Manganello
Treasurer:	Kathleen Servilio
Membership & Marketing:	Marci Bogdan
Web master:	Holly Hansen

- Members discussed the need to contact Dr. Belkin to request changes to the advising, scheduling and registration processes:
  - Make the calendar available for two semesters at a time
  - Update, republish, and include online the Typical Course Offering Patterns document; ensure that course offerings conform to those patterns
  - Ed Media advisors should discuss more than one semester at a time with students
  - Advisors need to respond in a timely way to student questions and e-mails
  - Summer course offerings should include classes from the list of Ed Media requirements scheduled when Ed Media students can attend (i.e., for classes that start in May, late afternoon or evening start times so that those who are currently working in schools can participate)
- In addition, members agreed that REMA should formalize a peer-advising process by including on the REMA Web site the names and e-mail addresses of experienced Ed Media students who are willing to offer advice to newer students.

#### **Guest Speaker: Alice Yucht**

Alice Yucht, an educator and school librarian with more than 40 years of experience, discussed “Survival Skills for New School Librarians.” Alice’s meeting handout is available at <http://www.scils.rutgers.edu/~rema/02172005-alice.pdf>. Additional resources are available at Alice’s Web site: <http://www.aliceinfo.org>. Be sure to check out her Y’s guide to New Library/School Job Preparation at: [http://www.aliceinfo.org/YSGD\\_newlibjob.html](http://www.aliceinfo.org/YSGD_newlibjob.html)

Following are specific comments, explanations, and examples that Alice offered for each section of her handout:

#### **Seek guidance**

- A “guide” is someone who can show you how to get from place to place
- An advisor offers insight on a local condition, not necessarily library related
- A mentor offers ongoing professional advice; shouldn’t be the librarian you work with

- Form an informal advisory board: A couple of people you can call on for different things (e.g., literature recommendations, teaching strategies). Include someone you can meet face to face and someone you can contact via e-mail.
- Friendly faculty include the custodian and school secretary
- Find out whether your library will have paraprofessionals; pick their brains now because there's no guarantee you'll have them in the future. Who uses the library? Which teachers hang out in the library?
- Professional groups to join include: district and county education associations, regional library cooperative, NJEA

### **Have a life**

- It takes 2-3 years to feel comfortable in any job
- Set priorities and re-evaluate them every 3 months
- Never spend the whole day in the library. You'll be seen as a hostile loner rather than a collegial colleague. The administration will think you can keep the library going without additional help or resources. Take your lunch during different periods on different days to make collaboration connections with teachers.

### **Anticipate chaos**

- Go through your mail over the trash can in the mailroom. Don't haul it all back to your office.
- Always keep at least one equipment catalog and one school supply catalog (other people will misplace theirs and you'll be the person they turn to)
- Always have something for somebody else to do in your library (e.g., teachers who hang around, parent volunteers)
- Keep lesson plans in a binder by grade level
- Use a double-entry log: On one side show your lesson schedule for the week; on the other side list all of your other non-teaching activities (shelving, processing, researching). Refer to this log for your end-of-year evaluation.
- If you have blank spaces on your week-at-a-glance schedule, fill them in with administrative and management tasks in language the administration can't understand (e.g., shelving=reprocessed incoming materials).
- Divide your desk into two sides/drawers: 1. Library business, facilities info, 2. Programming and personal info
- On the programming and personal info side of your desk, make 4 files: 1. "Someday" (ideas you'd like to try; sort through this every 3 months when you're going through your priorities), 2. End of year evaluation (accomplishments, results), 3. "Swamp" (memos from the school administration), 4. Yay me! (thank-you notes and positive comments to motivate yourself on bad days)
- Have policies in place before situations arise. Keep them simple (3-4 rules maximum) and on display. Make different policies for different audiences (students, faculty, administration, community). Always have a reason for changing policies.

## **Read and reconnoiter**

- Listen and learn to understand the local culture. Volunteer for 1 committee to build relationships and protect the library's interests. But be sure it's only one committee in your first year to keep from getting overwhelmed).
- Professional resources include subscriptions and listservs.
- Find out who the good sales reps are (usually Follett).
- Read teacher magazines, too.
- Learn your collection by shelving (a shelf a day or a stack a week).
- Become familiar with online resources for students and faculty.
- Community resources include other libraries and museums.

## **Extend yourself**

- Tell teachers: "Let me help you help our kids succeed."
- Keep a contact log: A notebook with a page devoted to each teacher; record all contacts with the teacher (face to face, e-mail, telephone) and whether you contacted them or they contacted you.
- Kill people with kindness by always having the resources they need; give them resources before they know they need them.(e.g., wear a pen on a rope, wear clothing with pockets)
- Start small; you can't convert everyone immediately; work with the "living," not with the "blocks of wood"
- Good conferences: AASL (the best), EMAnj, NJEA (not much for Ed Media, but will help you understand teachers' issues, good freebies)

## **Suggested resources**

Baule, Steven M. Facilities planning for school library media and technology centers. Linworth, 1999.

Bishop, Kay. Connecting libraries with classrooms; the curricular role of the media specialist. Linworth, 2003.

Bishop, Kay, and Sue Janczak. Staff development guide to workshops for technology and information literacy; ready-to-present! Linworth, 2005.

Church, Audrey P. Leverage your library program to raise test scores; a guide for library media specialists, principals, teachers, and parents. Linworth, 2003.

Dickinson, Gail K. Empty pockets, full plates; effective budget administration for library media specialists. Linworth, 2003.

Hartzell, Gary. Building influence for the school librarian; tenets, targets, & tactics. 2nd edition. Linworth, 2003.

Johnson, Doug. Learning right from wrong in the digital age; an ethics guide for parents, teachers, librarians, and others who care about computer-using young people. Linworth, 2003.

Koehlin, Carol, and Sandi Zwaan. Build your own information literate school. Hi Willow, 2003.

Schuckett, Sandy. Political advocacy for school librarians: you have the power! Linworth, 2004.

Simpson, Carol. Copyright for schools, a practical guide. 3rd edition. Linworth, 2001.

Simpson, Carol. Ethics in school librarianship: a reader. Linworth, 2003. Valenza, Joyce Kasman.  
Power tools recharged; 125+ essential forms and presentations for your school library  
information program. ALA, 2004.