

1 HOUSE OF REPRESENTATIVES
2 COMMONWEALTH OF PENNSYLVANIA

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4 Librarians in the 21st Century

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6 House Education Committee

7
8 Perkiomen Valley High School
9 509 Gravel Pike
10 Collegeville, Pennsylvania

11
12 Tuesday, August 30, 2016 - 10:04 a.m.

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15 COMMITTEE MEMBERS PRESENT:

16 Honorable Stanley E. Saylor, Majority Chairman
17 Honorable Harry Lewis
18 Honorable Thomas Quigley
19 Honorable Will Tallman
20 Honorable Dan Truitt
21 Honorable Patrick Harkins
22 Honorable Steve McCarter

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1 STAFF MEMBERS PRESENT:

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Jonathan Berger
Majority Executive Director

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Michael Biacchi
Majority Research Analyst

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1 MAJORITY CHAIRMAN SAYLOR: Good morning,
2 everyone. I'm going to call the Education
3 Committee meeting and hearing to order.

4 I'd like to start off this morning by
5 recognizing the superintendent, Superintendent
6 Rogers. I want to thank him for allowing us to
7 hold our hearing on libraries here at his high
8 school in his district. I appreciate it.

9 Superintendent Rogers, would you come
10 forward? I'd welcome some comments from you.

11 SUPERINTENDENT ROGERS: Good morning,
12 everyone. I am Cliff Rogers. I am the
13 superintendent of the Perkiomen Valley School
14 District. And on behalf of our board and our
15 administration, all of our staff, we really want to
16 welcome you, especially about this particular topic
17 today. I want to thank you personally and for all
18 of us, our 5,500 students, for investigating this
19 topic.

20 I've also been asked to -- Thanks, Mom.
21 I've been asked, actually, by my mother and my
22 wife, to mention to you that both have been school
23 librarians. My mother is now a retired school
24 librarian, and my wife has been both a public
25 school -- a public librarian with the Philadelphia

1 system and also a private librarian for schools.

2 And the reason I'm mentioning that is,
3 much of my life and career have been about
4 supporting information systems for schools,
5 especially, but also for the public library. And
6 so, that reason, and all of the folks who are
7 sitting behind me who represent our schools here in
8 the Perkiomen Valley, really thank you for
9 discussing the topic today.

10 I know you'll hear lots of good
11 information. There'll be lots to consider. And I
12 suspect you will not hear a single shh. So I thank
13 you and welcome everyone.

14 MAJORITY CHAIRMAN SAYLOR: Thank you,
15 Mr. Superintendent. We really appreciate your
16 time.

17 I'm sure, as superintendent, you hear
18 from your wife and your mother about keeping a
19 good-quality library here, huh?

20 SUPERINTENDENT ROGERS: Every day.

21 MAJORITY CHAIRMAN SAYLOR: With that, I
22 want to also recognize our host for today,
23 Representative Thomas Quigley. Tom, any comments?

24 REPRESENTATIVE QUIGLEY: Thank you, Mr.
25 Chairman.

1 Again, I just want to thank Doctor
2 Rogers and the staff here at Perkiomen Valley High
3 School. I have recently --

4 With the redistricting, Perkiomen and
5 Trappe Borough are now part of the 146th District.
6 So, it's a great opportunity for me to continue to
7 get to know the folks here at Perkiomen Valley High
8 School. I had interactions with the board members
9 and with a number of the residents in the past few
10 months here. So, it's certainly a great
11 opportunity here to highlight the high school and
12 the library program. Thank you.

13 MAJORITY CHAIRMAN SAYLOR: I also have
14 been a real believer in libraries during my tenure
15 as a state representative in York County. I have
16 had the privilege of chairing the fundraising of
17 building a brand-new library in my home community
18 of Red Lion, the Kaltreider-Benfer Library. That
19 was a 2-million-dollar effort.

20 Shortly after that, I was asked to be
21 the honorary chairman of building a library on the
22 Mason-Dixon Line in the town of Stewartstown. And
23 also, in the meantime, myself and former Senator
24 Armstrong built kind of a double-wide library in a
25 very rural area of my district, and his, to

1 accommodate students and everything else.

2 So, I'm a real believer in libraries and
3 how important it is to all of us. And I like to
4 remind people all the time, because I think
5 everybody -- As I was talking to Superintendent
6 Rogers earlier, a lot of people today believe,
7 because we have iPhones and we have iPads and we
8 have computers, a lot of us do, that there's no
9 need for libraries anymore.

10 I'm a real believer, having dealing with
11 constituents -- And I just talked to one Sunday at
12 a pool party I happened to be at, who talked about
13 how she saves money now because she used to buy all
14 her books, and now she goes to the library to do
15 her reading and take books out.

16 But also, there are so many people
17 across Pennsylvania who don't have the means to
18 have Internet access at home and use our libraries
19 to fill out resumes; to accommodate research that
20 they may be doing. So I think that we have to
21 understand that, while some people have the luxury
22 of Internet at home and can afford it, there are
23 many in our society today who really need our
24 public libraries and our school libraries to
25 survive in our world today.

1 With that, I'd like to call the first
2 panel forward: Allison Burrell, who is president
3 of the Pennsylvania School Librarians Association.
4 Allison, welcome, and you may start once you're
5 ready.

6 MS. BURRELL: Good morning. Thank you,
7 Chairman Saylor and members of the House Education
8 Committee, and our wonderful host. I'm so pleased
9 to be here in this beautiful library to speak to
10 you today about something that is very near and
11 dear to my heart.

12 Like Chairman Saylor said, my name is
13 Allison Burrell. I'm the president of the
14 Pennsylvania School Librarians Association, or
15 PSLA, as I will refer to it in the future; a
16 resident of Bloomsburg, Pennsylvania, and I'm the
17 librarian for grades kindergarten through 12th in
18 the Southern Columbia Area School District in
19 Catawissa, Pennsylvania; so, pretty much right in
20 the center of the state.

21 I appreciate the chance to share with
22 you today how important 21st-century school
23 librarians are and the libraries that they work in.
24 We need to develop productive citizens in a world
25 where the jobs that they will do when they grow up

1 likely don't even exist yet.

2 In 2007, the American Association of
3 School Librarians, AASL, published the Standards
4 for the 21st-Century Learner. They're saying
5 learners use skills, resources and tools to
6 inquire, think critically, gain knowledge, draw
7 conclusions, make informed decisions, apply
8 knowledge to new situations, and create new
9 knowledge. This is not just the project of
10 researching ducks or airplanes and regurgitating
11 the information back.

12 Sharing that knowledge; so many Web 2.0
13 tools and ways that our students can share the
14 information they find, rather than the information
15 being stuck on a page in front of them or filed in
16 a cabinet.

17 And also, pursue personal and aesthetic
18 growth. Our students are always looking for
19 information on their own, so learning how to find
20 information effectively and efficiently in their
21 school work is going to help them in their outside
22 life as well.

23 AASL is in the process of updating those
24 standards, but they do still hold true in many
25 school libraries today. Makerspaces: Students get

1 to experiment and explore outside the confines of
2 classroom lessons and traditional research
3 projects. Collaborative classroom inquiry projects
4 so students learn how to ask the right questions to
5 get the information that they need. They need to
6 find reliable sources that will get them that
7 information and create new knowledge, possibly with
8 an audience well beyond their classroom walls. It
9 may be a classroom across the state or across the
10 country or in a whole country -- a different
11 country altogether. And develop a drive for
12 personal growth. We want students to be looking to
13 expand their horizons throughout their life; be
14 life-long learners. This is a great way to do it.

15 I have taught at Southern Columbia for
16 the past 17 years; the first 10 I was a 5th grade
17 teacher, and the last seven I've been a school
18 librarian. So, I'm going to tell you a little bit
19 about what works and what doesn't work so well in
20 school libraries.

21 For my first two and a half years of
22 being a school librarian, I served grades 7 through
23 12. However, in 2011, my district's elementary
24 librarian retired and K through 6 were added to my
25 responsibilities, as my district attempted to

1 balance its budget. That seemed like a good way to
2 do that, I guess. As school resumed yesterday, I
3 continue to serve three schools. Thankfully,
4 they're in neighboring buildings right across the
5 parking lot, that have a total of 13 hundred --
6 over 1,300 students and 95 faculty.

7 In order to be the sole librarian for
8 the district, my schedule has changed a little bit
9 over the times. At first, I spent one week in one
10 building, and then the next week in the other
11 building, while a paraprofessional staffed the
12 other library. That arrangement didn't work out so
13 well, largely because of the inconsistency in
14 discipline and instruction as well.

15 Last year my schedule was altered again
16 so that I now spend five days out of the six-day
17 rotation at the elementary school and the last day
18 of the rotation at the high school/middle school.
19 That's great for the elementary students. I love
20 the consistency; being able to do projects with
21 them that extend beyond one class period at a time.
22 However, it's been a little bit difficult at the
23 high school and middle school.

24 As an elementary librarian concerned
25 about developing students' 21st-century skills, my

1 time does include some of the more traditional
2 skills of reading, writing and listening, with
3 helping students develop their questioning,
4 researching and critical thinking skills. I meet
5 with each elementary class on a fixed schedule,
6 which makes it a little difficult to get projects
7 worked on, but it does allow me to see them every
8 rotation for a 40-minute period.

9 My students complete activities that
10 fulfill the PA Core Standards, incorporated into my
11 lessons using parts of the Model Curriculum for PA
12 School Library Programs. We do things like book
13 selection, read-alouds, centers to practice A-B-C
14 order for my younger students--things that they
15 need to work on as well--to research using books
16 and on-line materials that are completed and shared
17 using cloud-based resources.

18 Some of those read-alouds have been
19 extended into projects such as the community hero
20 letters my third-graders wrote last year after
21 reading Patricia Polacco's Something About
22 Hensley's. These projects allow students to think
23 critically about what we've read and determine how
24 to apply it to their lives. That was an especially
25 rewarding project because one of our students wrote

1 a letter to our local police department and got her
2 picture taken and put in the newspaper, a third-
3 grader, and she was interviewed by the local news
4 about how much the police officers appreciated that
5 letter that she wrote. And that all came from a
6 book-reading and talking about what -- how it could
7 apply to their lives outside of school.

8 I am in the process of developing
9 makerspaces to give students the opportunity to
10 explore, tinker and be creative while developing
11 skills they will need throughout their schooling
12 experience and life beyond school.

13 In the years since I became the sole
14 librarian in my district, my ability to work with
15 students and collaborate with teachers in grades 5
16 through 12 has been kind of curtailed due to my
17 limited availability in the building. I now just
18 have 30 days out of the entire school year to work
19 with the eight upper grades; that's 864 students.

20 Middle school and high school students
21 still need reader's advisory support to help them
22 find books that keep them engaged in reading, as
23 well as resources that meet their curricular needs.
24 At this level, students need even more instruction
25 in effective research strategies; evaluating and

1 selecting reliable resources. Some of them still
2 think that Google is the end-all, be-all of
3 research, using that information ethically; citing
4 their sources, giving credit to where they got that
5 information; organizing and synthesizing
6 information from a variety of resources and being
7 responsible users of information in a global
8 digital society, all, of which, I was able to
9 provide when I was just at that building.

10 Middle school and high school students
11 can thrive when provided with a space to develop
12 their creativity and true personal inquiry, which I
13 can't develop when I'm with them so little.

14 With the current schedule, I can't
15 adequately address students' needs with ongoing
16 assignments, unless I can arrange with their
17 teachers for them to see me every six days. As a
18 result, my interactions with students there looks
19 much more traditional than I'd like to see, and
20 than we'd like to see, in a 21st-century library.

21 I work with students there largely on
22 an individual basis, such as doing reader's
23 advisory or assisting them with specific issues;
24 research issues, technology support--I do a lot of
25 that with our one-to-one program--and regular

1 homework assignments, with occasional opportunities
2 to work with full classes for research projects.
3 My teachers do appreciate those opportunities, as
4 they do recognize I have additional expertise in
5 helping students find resources, evaluate those
6 resources--that's a big one--cite them properly and
7 share them in new and different ways.

8 With the current schedule, I also have
9 limited time to support teachers' needs for
10 professional development. Our job, as a 21st-
11 century librarian, is not just to help students
12 with their research. We also help the teachers a
13 great deal in getting resources that they need;
14 finding new things for them to use in their
15 classrooms, new and emerging technologies, new
16 resources, social media.

17 Now, as Representative Saylor said, many
18 people have smartphones that are very comfortable
19 in technology like that. However, not everyone is
20 as comfortable, and both teachers and students need
21 some assistance with that. All students do not
22 have the connectivity at home to be able to get
23 comfortable with those resources that we expect
24 them or think that they all are comfortable with.

25 The role of librarians in the 21st

1 century is ever-changing and expanding, as
2 evidenced by the Model Curriculum for PA School
3 Library Programs, which was developed over several
4 years through collaboration between PSLA and the
5 University of Pittsburgh. This curriculum, which
6 focuses on the PA Core Standards and correlates
7 them with the AASL Standards for the 21st-Century
8 Learner that I mentioned earlier, to create
9 collaborative learning plans and performance tasks.
10 That can be found on the SAS website, if you wanted
11 to take a look at it.

12 The curriculum committee -- the Model
13 Curriculum Committee identified 134 standards that
14 librarians can help teachers with. It's not an
15 us-and-them situation. It's working together to
16 best serve our students. And we further designated
17 44 of them that can be claimed by a school
18 librarian. Forty-four out of the common -- or the
19 PA Core Standards that a librarian can do all by
20 themselves to help deal with -- meet the needs of
21 the students.

22 Adapting or adopting this curriculum in
23 a school district can greatly lessen the burden on
24 classroom teachers by providing them with more time
25 to meet the standards that are most easily reached

1 in a subject-area classroom. Each year, I adopt
2 and adapt more and more of the Model Curriculum in
3 my K-4 building. Unfortunately, in the 30 days of
4 the school year that I have with 5th through 12th
5 graders, that doesn't happen easily.

6 There's a greater rigor, or an increased
7 rigor, required for those upper grades. That rigor
8 should be accompanied by a greater amount of time
9 that an information specialist should be available
10 to them to help develop that. Unfortunately, that
11 is not the case right now. In order to do that,
12 really, you need a full-time librarian in each
13 building.

14 My school district serves an area with a
15 population of about 10,000 and covers approximately
16 108 square miles, including parts of Columbia and
17 Northumberland counties. Students in this rural
18 school district have limited access to public and
19 academic library services. Our schools are
20 approximately 15 minutes from Bloomsburg
21 University's Andruss Library, which is great for
22 meeting the needs of our academically-advanced
23 students. However, in order to borrow materials
24 there, students must be 18 years old.

25 The Ralpho Township Library is located

1 within school district limits, and the Bloomsburg
2 Public Library is about 20 minutes away. Neither
3 of these public libraries provides easy physical
4 access for the majority of my students, and the
5 latter requires each family outside town limits to
6 pay an annual fee. Students can access Bloomsburg
7 Public Library's catalog and databases online, but
8 not that of the Ralpho Library.

9 I'm currently working with the Columbia
10 County Traveling Library to add and publicize a
11 weekly afternoon stop that will offer resources,
12 both print and electronic, to students and their
13 families and will, hopefully, develop into a strong
14 relationship to meet student and staff needs. This
15 will provide more resources, but only every seven
16 days. Therefore, the school library remains the
17 best source for students' day-to-day information
18 gathering and independent reading needs.

19 Twenty-first-century libraries provide
20 access to resources through many avenues: Print
21 books, e-books, databases, magazines, newspapers,
22 to name just a few. An increasing number of these
23 resources are being made available through expanded
24 library hours when staffing is available, as well
25 as a digital presence for the library, a critical

1 piece of the 21st-century libraries. Students
2 expect to have resources at the click of a button,
3 right at their fingertips, and librarians are
4 curating those resources and providing access to
5 them.

6 Our students deserve the opportunity to
7 learn all they can in their journey from
8 kindergarten through 12th grade. Libraries and
9 librarians can be great assets to that learning,
10 but when resources are stretched thin, students'
11 learning suffers.

12 Unfortunately, my situation is not
13 unique. According to the annual staffing survey
14 that PSLA conducted during the 2015-2016 school
15 year, there were 90 school districts that had only
16 one librarian serving the entire district. An
17 additional 25 school districts employ no school
18 librarian. This means that 43,806 students in
19 those 25 districts have no librarian; no one who is
20 specifically trained to teach them information
21 literacy skills, conduct readers' advisory or
22 support them and their teachers in finding quality
23 print and electronic resources. We know from
24 multiple research studies, particularly those
25 conducted by Keith Curry Lance, that students with

1 a certified school librarian are proven to perform
2 better on standardized tests. Are we really
3 satisfied with neglecting more than 44,000 students
4 in that area?

5 We all want our students to be able to
6 perform successfully on our state assessments.
7 But, beyond that, we want our students to be
8 productive citizens in our global society once they
9 leave high school. We need to improve situations
10 in which a single librarian is required to meet the
11 needs of students in multiple schools or is only
12 available to meet those needs on a part-time basis.
13 In those situations, students' achievement in all
14 subject areas is in jeopardy.

15 We have a huge opportunity right now as
16 Pennsylvania enters the ESSA era. This spring, our
17 PSLA Vice President, Allison Mackley, and I were
18 chosen to serve on two of Secretary Rivera's task
19 groups to recommend how to best use ESSA funding to
20 support our schools as a whole. This opportunity
21 is especially unique because ESSA has a number of
22 provisions for school libraries and librarians that
23 were not available in ESEA.

24 Under Title I and Title IIA of the ESSA,
25 Conference Agreements authorize local plans of how

1 the LEA will assist schools in developing effective
2 school library programs, as well as authorize both
3 states and LEAs to use funds to assist that
4 development. Our school districts need to know
5 about that, and that's what we're working on.

6 The LEARN literacy program, under Title
7 IIB, specifically mentions school librarians in the
8 list of professionals who shall receive high-
9 quality professional development; professional
10 development, for all of those who are working with
11 our students to improve their comprehensive
12 literacy programs and improve their academic
13 achievement in reading and writing need quality
14 professional development.

15 In Title IV, ESSA authorizes a new grant
16 program to improve LEA's technology readiness.
17 Technology changes so fast. We can't assume that
18 what we know now is the end-all, be-all. We are
19 constantly learning and teaching students and staff
20 how to use the new technology effectively in their
21 instruction.

22 The 21st Century Community Learning
23 Centers provision of Title IV also authorizes
24 grants to expand library hours for those students
25 who don't have access at home. That increased

1 library hours where they can get the resources, get
2 the Internet access. It is a huge improvement for
3 them.

4 Lastly, Title VIII expands the
5 definition of specialized instructional support
6 personnel to specifically mention school
7 librarians. All of this means that supporters of
8 school libraries have a great chance right now to
9 have a huge impact on the future success of our
10 students by educating school boards,
11 administrators, parents and legislators, like you,
12 to increase awareness of these funding changes and
13 how additional funding for school library programs
14 can impact our students.

15 We all know that budgets are tight
16 everywhere and that school districts have many
17 valuable programs that would benefit from
18 additional funding. Since 21st-century school
19 library programs, led by certified school
20 librarians, have the ability to positively impact
21 every part of a school district, we need to be sure
22 that they are provided with the funding and support
23 that they need to continue that programming and
24 developing more as they continue to adapt and
25 change with the times.

1 Thank you for your time today and your
2 ongoing dedication to the future of our children.

3 MAJORITY CHAIRMAN SAYLOR: Thank you,
4 Allison.

5 First question comes from Representative
6 Quigley.

7 REPRESENTATIVE QUIGLEY: Thank you, Mr.
8 Chairman.

9 Thank you for your testimony, Allison.

10 MS. BURRELL: Sure.

11 REPRESENTATIVE QUIGLEY: Overall, do you
12 -- And as the Chairman alluded to, is there -- In
13 your role, have you detected a perception that, as
14 technology has advanced, the need for some of the
15 things you're talking about is --

16 Is there a perception among people
17 outside of, you know, school boards, legislators;
18 you know, people you deal with in the community,
19 the library is not as needed as it once was, or
20 they don't understand this changing role. Is that
21 something you've encountered?

22 MS. BURRELL: Oh, absolutely. I am
23 asked, on a very regular basis, we don't really
24 need libraries anymore, right? Do you really have
25 a job now? Yes, I really have a job. And it's

1 even more important, as I said, because --

2 My signature line for e-mails says, a
3 librarian is the one who gives us floaties and
4 teaches students to swim. And that's kind of how
5 it works. That ocean of information that students
6 are exposed to every day, they need someone who is
7 trained to help them navigate it; to help them see
8 how to determine what is the good information, what
9 is the useful information, and then figure out what
10 to do with it from there.

11 That wasn't as much of a situation
12 before the Internet was involved. Our role has
13 changed, absolutely, in huge ways. We don't just
14 sit behind the counter and check out books. We
15 still do that too, but it has expanded so far
16 beyond that for students, for staff, for community
17 members.

18 I have community members who come into
19 our library or give me a call and say, I need help
20 finding this particular piece of information. Yes,
21 they have the Internet. They know how to use the
22 Internet, but they need somebody to help them find
23 the information that is useful to them. That's a
24 huge part of why we need to be there.

25 REPRESENTATIVE QUIGLEY: Just one

1 follow-up question.

2 MS. BURRELL: Sure.

3 REPRESENTATIVE QUIGLEY: Are there any
4 programs that you're aware of where, like, high
5 school seniors would act as resources within the
6 libraries for the younger students? Are there any
7 programs, or are you aware of that?

8 MS. BURRELL: There are many districts
9 that have co-op programs and things like that,
10 where they work -- Actually, in my school district,
11 we have a program that seniors, specifically,
12 sometimes go out to different job sites, but we
13 have many of them in our schools as well.

14 I was very, very excited to meet mine
15 yesterday. She's going to be helping me with first
16 and second grade. She doesn't necessarily want to
17 be a librarian. She's not sure. I'm hoping to
18 turn her by the end of the year, but she wants to
19 be an elementary teacher. She said, I know that
20 this is a great opportunity to get time with
21 students and work with students, and I'm going to
22 be having her help them develop those skills, even
23 from first-grade and second-grade age, absolutely,
24 because they have learned some of it. They don't
25 know it all yet.

1 I think part of the problem is that,
2 some people believe that, once students get into
3 high school, they know what to do. They know all
4 of this, and that is not the case.

5 So, she's learning, and I think she will
6 be helping them learn along the way as well. So,
7 yes, there are many districts that have that type
8 of thing available, yes.

9 REPRESENTATIVE QUIGLEY: Thank you.
10 Thank you, Mr. Chairman.

11 MAJORITY CHAIRMAN SAYLOR:
12 Representative Truitt.

13 REPRESENTATIVE TRUITT: Thank you, Mr.
14 Chairman.

15 Thank you, Allison, for your testimony.
16 As always, I like to learn something new every day,
17 and I did.

18 One area I wanted to know a little more
19 about, you said the curriculum committee identified
20 134 standards that librarians can help with --

21 MS. BURRELL: Um-hm.

22 REPRESENTATIVE TRUITT: -- and 44 that
23 they could claim completely.

24 MS. BURRELL: Right.

25 REPRESENTATIVE TRUITT: Would you say

1 that those are concentrated more on the elementary,
2 or the grade-school level, the middle-school level,
3 the high-school level?

4 MS. BURRELL: They are actually
5 throughout. I don't have the breakdown
6 specifically. I could look that up for you. But,
7 they were spread out throughout K to 12. And I --
8 Most of those were standards that did translate to
9 most of the grade bands. We divided them into
10 pre-K to 2, 3 to 5, 6 to 8, and then 9 through 12,
11 and many of those, possibly most of those,
12 standards did appear in all of those grade levels.
13 So they really do span the whole range.

14 REPRESENTATIVE TRUITT: I was thinking
15 back, and I don't want to date myself or anything,
16 but I kind of -- I was trying to remember how I
17 learned how to navigate through a library, and I'm
18 pretty sure it was almost all in grade school.

19 Who would you say -- I mean, if these
20 things -- if these -- The learning related to these
21 standards isn't provided by a librarian, who is it
22 falling back on? Obviously, the classroom
23 teachers, but is it language arts teachers? Is it
24 social studies teachers? Who ends up having to
25 pick up the ball if you're not there to --

1 MS. BURRELL: Right. At least in my
2 district, and that's what I can speak to best, the
3 language arts teachers are the ones who are picking
4 up that slack, I guess you could say. And some of
5 them are well-versed in those areas, and others are
6 not as much because it's not part of their
7 training.

8 I do have an ongoing relationship with
9 those language arts teachers, so I do what I can to
10 gather resources and teach them how to teach that
11 information to the students that they're seeing.
12 It would be more efficient and effective if I was
13 able to do that instruction directly. But, yes, I
14 would say the language arts teachers are the ones
15 that are picking that up most on the subject areas.

16 REPRESENTATIVE TRUITT: Very good.
17 Thank you, Mr. Chairman.

18 MAJORITY CHAIRMAN SAYLOR:
19 Representative Tallman.

20 REPRESENTATIVE TALLMAN: Thank you, Mr.
21 Chairman.

22 By the way, I'm very familiar with
23 Southern Columbia. I've been in the high school
24 many times.

25 MS. BURRELL: Good.

1 REPRESENTATIVE TALLMAN: So, you
2 referenced that paraprofessionals help you.

3 MS. BURRELL: Yes. Um-hm.

4 REPRESENTATIVE TALLMAN: Who are they,
5 slash, qualifications and certifications?

6 MS. BURRELL: My paraprofessional, who
7 is in the building --

8 REPRESENTATIVE TALLMAN: You have one?

9 MS. BURRELL: One. -- who is in the
10 high school building when I'm not there, she is a
11 special ed aide who is -- has the same training as
12 any other special ed aide.

13 REPRESENTATIVE TALLMAN: So she's your
14 special ed -- She's a certified teacher?

15 MS. BURRELL: No.

16 REPRESENTATIVE TALLMAN: Okay.

17 MS. BURRELL: She's just a
18 paraprofessional aide. She has -- I'm not sure
19 what her -- whether she has a degree, but I don't
20 believe that is required in our district.

21 REPRESENTATIVE TALLMAN: Okay.

22 Second question. You mentioned grants
23 in your testimony. Josh, my intern back there,
24 just found for me yesterday, there's seven grants
25 available. I think they're specifically for public

1 libraries, but that's my question to you. One of
2 them is quality library grant? There's
3 qualifications to get that?

4 MS. BURRELL: Right.

5 REPRESENTATIVE TALLMAN: Can school
6 districts make a -- are they -- Can they get those
7 seven grants?

8 MS. BURRELL: I'm not familiar with what
9 those seven grants are specifically, but there are
10 some grants that are available. The LSTA Grant has
11 been available in the past in various incarnations.
12 I haven't heard anything about the upcoming one
13 because, you know, with budgets and all of that.
14 That's flexible from year to year; what's going to
15 be available and what focus that grant is going to
16 have.

17 I've heard of -- I had other that I have
18 applied for. Other people have received Dollar
19 General grants, things like that. There are those
20 out there that can assist, but they're not going to
21 supplant budgeting for the school district. It's
22 going to be, typically, for special projects.

23 REPRESENTATIVE TALLMAN: Okay. So
24 there's seven specific grants mentioned in Title
25 24.

1 MS. BURRELL: Um-hm.

2 REPRESENTATIVE TALLMAN: Can school
3 districts make use of those? It would be state
4 money. Those grants are funded by state money.

5 MS. BURRELL: Right. I will have to
6 check into that. I don't know offhand which
7 specific ones we can.

8 REPRESENTATIVE TALLMAN: That would be
9 interesting to know that --

10 MS. BURRELL: Yes. I will look for
11 that.

12 REPRESENTATIVE TALLMAN: -- and if we
13 need to make that change, I think that's something
14 we can do. Thank you.

15 MS. BURRELL: Okay. Sounds good.

16 MAJORITY CHAIRMAN SAYLOR:

17 Representative McCarter.

18 REPRESENTATIVE McCARTER: Thank you, Mr.
19 Chairman.

20 Again, thank you very much for your
21 testimony, and it brings back fond memories of many
22 days spent in libraries as a social studies teacher
23 for 35 years and working with librarians endlessly,
24 really, on projects.

25 Two things, and as a follow-up, really,

1 to the last question. I noticed that you mention
2 in your testimony about the new grants under ESSA
3 for expanded library hours and also for, I guess it
4 was, technology readiness, I think, as well.

5 Now, those grants, though, is it
6 separate money than would come from the school
7 district, or would it be from -- In other words, I
8 guess the word I'm trying to -- or the question I'm
9 dealing with is, these are additional sums that
10 would come apart from ESSA money. They come from
11 the federal government. And these particular
12 grants, what is the size of the scope of them in
13 terms of funding? Are you familiar with that at
14 all?

15 MS. BURRELL: I'm not familiar with the
16 specifics yet. It seems like the specifics are
17 being determined for many cases, and I don't have
18 those at this point. I will check into that as
19 well, though.

20 REPRESENTATIVE TALLMAN: And again, I
21 guess my point is, for me, there's nothing --
22 there's no more important room in any school
23 building, frankly, than the library.

24 And again, in the 21st century, as we
25 found with out community libraries as well, they

1 are more crowded than ever. People are demanding
2 more information. You may have it on your
3 smartphone, you may have it on your home computer.
4 But the reality is, the means by which to use that
5 information --

6 MS. BURRELL: Right.

7 REPRESENTATIVE TALLMAN: -- and how we
8 access it is so critically important.

9 So, I would like to try to find as much
10 as we can, and, Mr. Chairman, to be able to assist
11 in any way we can with the granting process to be
12 able to help our school libraries, in particular,
13 get more access.

14 MAJORITY CHAIRMAN SAYLOR: Very good.

15 Allison, last question for me, and maybe
16 some panel members will have some input on this as
17 well, and those who are going to be testifying
18 shortly can answer any of the other questions that
19 have been asked here as well when you come up.

20 But, we just passed, the legislature
21 did, and the Governor signed a bill that allows
22 substitute teachers to be college students who are
23 going on to become teachers, getting their teaching
24 degree.

25 Are we seeing anything in the library

1 area as far as even using some of our college
2 students, who are pretty good at technology;
3 helping out with some of those kind of things;
4 volunteering to get the experience in the libraries
5 who are going through the program? Is there any
6 attempt by school districts --

7 Because, I know, it seems like, as I've
8 looked across the state, one of the first things
9 that happened when education funding from the
10 federal government left, that libraries were one of
11 the first to be cut, it seemed like. And where
12 every building had a library, now, as you're
13 experiencing, there's one for all the buildings.

14 Is there any attempt out there to try
15 and get more people in to assist librarians on a
16 volunteer basis?

17 MS. BURRELL: I know, in my district, we
18 have parents who come in. I have not seen any or
19 heard of any situations yet where college students
20 specifically were brought in, but that is a great
21 idea. And that, possibly, could be something that
22 would be great for my district in particular with
23 Bloomsburg University so close and with a great
24 education program as well there. We would hope
25 that those students would have the technology

1 wherewithal to be able to help our students as
2 well.

3 Interestingly, though, we are finding
4 that we expect student teachers to have the ease
5 with this technology that they don't have. Many
6 students do have it, but it's not a foregone
7 conclusion. But that's a great idea to make use of
8 those. We'll have to see how we can suggest that
9 and encourage that.

10 MAJORITY CHAIRMAN SAYLOR: The other
11 thing I would say is, either that or people who are
12 majoring in technology and social media might be a
13 good place to look for us as well, to make sure we
14 allow them to come in and be a part of the program,
15 so --

16 MS. BURRELL: Be a little more creative.
17 Absolutely.

18 MAJORITY CHAIRMAN SAYLOR: We have to be
19 thinking outside of the box sometimes in today's
20 world.

21 MS. BURRELL: Definitely.

22 MAJORITY CHAIRMAN SAYLOR: So, I want to
23 thank you today for your testimony. And we may
24 need to call you back up here at some point, so I
25 know you're going to stand by in case we need you.

1 MS. BURRELL: I will. You bet. Thank
2 you.

3 MAJORITY CHAIRMAN SAYLOR: Thank you.

4 The next panel is Doctor Randy
5 Ziegenfuss--if I got that right, Randy--
6 Superintendent of the Salisbury Township School
7 District; along with Kelly Gustafson, again,
8 Coordinator of Elementary Education, Federal
9 Programs and Instruction, for the Greensburg Salem
10 School District.

11 You may proceed when you're ready. Both
12 of you turn your mikes on. Push the button on
13 front so that they're on.

14 DOCTOR ZIEGENFUSS: Good morning,
15 everybody. It's an honor to be here and to have
16 been invited to share some of my experiences as a
17 superintendent and an administrator in a school
18 district where we put a great deal of value in our
19 libraries and our librarians, and have seen a lot
20 of our growth towards providing an education for
21 our students that makes sure that they are ready to
22 go out into the world, the real world, and tackle
23 their future, whatever that should look like. And
24 our librarians have been very important in that.

25 So, we have changing times. If we look

1 at our own lives in the last 10 years, we're in
2 changing times, and they're really changing fast.
3 And, as schools, we need to change what we do in
4 our schools, and we also need to change our
5 libraries. And our libraries and our librarians
6 have really jumped on that bandwagon and have very
7 much been a part of that change within our schools.

8 And so, that change is -- As a school
9 administrator, that change is grounded in a vision,
10 and a vision for our schools that values and
11 realizes a couple of things about that future and
12 about, actually, the current world that our
13 students are going into, and that is -- You heard
14 Allison talk a little bit about this idea of
15 content curation.

16 We have access to so much information on
17 our devices and, yet, do we really know how to
18 access that and how to use that? Especially those
19 students who are in our schools, as well as our
20 teachers, do they know how to -- as this is
21 changing so rapidly, do they know how to access and
22 curate that information to solve all those problems
23 that they're going to have to solve when they get
24 out there in the real world?

25 And that also -- Another very important

1 piece is this idea of learner agency. So, as
2 learners, adults and students, we all have this
3 control over what are those problems that we want
4 to solve and how do we access this information, and
5 our librarians really help us do that; not only to
6 our students, but also us as adults because we're,
7 in the schools, learning how to help our learners
8 access this information, too.

9 So, our librarians not only help our
10 students but they help our educators, our school
11 leaders, as well as our teachers, to help our
12 students learn that, because it's changing so
13 rapidly.

14 So, a little bit about the Salisbury
15 Township School District. I'm the superintendent,
16 and it's a school district outside of Allentown,
17 Pennsylvania, and we have 1,600 students. Every
18 student, K-12, has access to a district-provided
19 digital device. We are in our 6th year of that
20 opportunity that we provide to our children. Our
21 technology implementation has been recognized by
22 Apple, Project RED, and the National School Boards
23 Association.

24 And despite this high level of access to
25 digital content through technology, technology is

1 really not our focus. I go back to what I said
2 earlier. This idea of a vision, and what we do in
3 our schools is grounded in that vision, and it's a
4 progressive vision. It's something that looks at
5 what do our students really need to have once they
6 leave us. I think, in my testimony, you'll see
7 there are some graphics that we use; a profile of a
8 graduate, as well as some learning beliefs.

9 So, as we make this transformation in
10 our schools, which our librarians have been a
11 significant part of and I'll talk about in a
12 second, we want to ground all that we do and what
13 is that vision. I think as a school leader, from
14 my perspective, that's something that is really our
15 responsibility; to help our organizations
16 understand what is that vision and how do our folks
17 fit into that.

18 So, what is the role of the 21st-century
19 librarian in a vision that's communicated in those
20 graphics in my testimony that you have in front of
21 you? A couple of things I have bulleted there, and
22 you've heard some of these things, actually, before
23 from our own colleagues as well as from Allison
24 earlier on. The library is the hub of the school.
25 It is the one place in the school that every

1 person, the student, as well as the educators in
2 the school, has anytime-anywhere access to, and I
3 think that's really important.

4 And the librarian, the 21st-century
5 librarian, is responsible for designing that space.
6 Not only is this a visual appealing space, but it's
7 also a space that fosters and values the things
8 that are represented in those graphics; those
9 learning beliefs. This is a great space that we
10 can collaborate in; that learners can collaborate
11 in. Learners can collaborate with teachers.
12 There's comfortable seating. There's lots of
13 opportunities to inquire, ask questions and learn
14 and access resources.

15 A 21st-century librarian is also an
16 instructional leader. The librarians of today, a
17 21st-century librarian and, certainly, the
18 librarians in my school, work collaboratively with
19 teachers to design instruction. They are
20 educators. They are highly-educated, and they know
21 what good instruction is, and they work with
22 educators to create lessons that foster
23 21st-century learning.

24 Content curation is this new curriculum.
25 We have this vast amount of content out there. How

1 do we learn how to best use that to solve problems?
2 And librarians are the chief content curators.
3 They have that experience. They have that
4 knowledge, and they work with all of our students
5 and our educators on how to develop their skills to
6 be able to make sense of all this information to
7 solve problems.

8 Librarians also collaborate with other
9 teacher leaders and provide professional learning
10 opportunities, so they're professional developers.
11 They move the school towards a compelling vision
12 for learning in the 21st century and facilitate
13 professional learning opportunities that build
14 capacity to understand the knowledge, skills and
15 dispositions that compromise a graduate poised for
16 success beyond high school.

17 Also, a 21st-century librarian -- All
18 children deserve equitable access to learning
19 resources, both traditional and digital, and the
20 21st-century librarian ensures that all of our
21 students have equitable access to all those tools,
22 digital as well as analog; lots of books in this
23 room and, also, lots of devices to access that
24 digital content. Our librarians ensure that all of
25 our students have that equitable access.

1 Privacy is of great concern, especially
2 in this world where it's so easy to transfer
3 digital content. Our librarians really do, through
4 their work with our students and our educators,
5 promote digital privacy through instruction, as
6 well as being good role models for that, too.

7 Librarians are key stakeholders in the
8 transition to digital. In our -- In our school
9 district, they have been absolutely key. We would
10 not be where we are today in our school district
11 without our librarians embracing their new role.

12 So, to finish this up, a couple things
13 that I thought about from a school leader
14 perspective, that I think we can do to reinforce
15 the value of the librarian and, also, from you as
16 policymakers as well. So, three things from the
17 perspective as school leader:

18 We can lead our stakeholders to
19 articulate a compelling vision for learning in the
20 classroom, and librarians must be included in that
21 process and be a part of that vision.

22 Second: Building the capacity of all
23 school leaders to see the benefits of a highly-
24 qualified 21st-century librarian, and the value of
25 a library space in supporting learning.

1 Lastly, school leaders are responsible
2 for building the capacity of school librarians to
3 be leaders in a digital transformation. And this
4 includes redefining the role, the traditional role
5 of what we might perceive as a school librarian,
6 and also updating the job description.

7 A next step might include examining how
8 we allocate funds, both financial as well as human
9 resources, and support their attendance through
10 professional organizations and attendance at
11 conferences such as PSLA and AASL.

12 As policymakers, a couple things that I
13 leave you with this morning: Ensure that all
14 learners do have access to a qualified librarian
15 necessary to support their development and prepare
16 them for that future when they leave us. Create
17 policy structures, including accountability systems
18 that provide space for us to create a system and
19 structures that support real-world knowledge,
20 skills and dispositions that graduates will need
21 for success in college and career.

22 Also, accountability systems need to
23 embrace measures beyond core-subject-area knowledge
24 and span the entire range of the graduate profile.
25 If you look at the graphics that are included in

1 the testimony, most of those things we really don't
2 test. And so, there's a lot of work out on the
3 periphery of education of how we develop assessment
4 systems around some of those things. So, as
5 educators, we're passionate about looking at those,
6 and we hope that we get some policymaker support
7 there.

8 And lastly, we need to acknowledge that
9 our 21st-century librarians are on par with all of
10 the educational professionals.

11 Thank you.

12 MAJORITY CHAIRMAN SAYLOR: Kelly, go
13 ahead.

14 MS. GUSTAFSON: Thank you.

15 Well, I decided that I wanted to tell
16 you the story behind why I'm here today and kind of
17 follow up my story behind what Randy had spoken
18 about.

19 So, I've spent 27 years in education.
20 Out of those 27 years, I was an elementary
21 principal for 13 of them. I was very fortunate to
22 be in a rural part of Pennsylvania, in the
23 Allegheny National Forest in Kane, Pennsylvania, as
24 an elementary principal. I learned why a librarian
25 would put a bathtub in a library. That was the

1 most popular seat in the elementary library, once
2 they grabbed a book.

3 I traveled to Bentworth, Pennsylvania,
4 which is in Washington County, and I learned to be
5 a principal there to find out, why were puppets in
6 the library and how interactive books could become
7 with a puppet.

8 From there, I traveled to Peters
9 Township School District, and I was an elementary
10 principal there for 12 years. And in that K-3
11 building, my entire career was shaped. I learned
12 the value of school libraries. I had no background
13 in libraries. I was a special education teacher
14 prior to jumping into the administrative world.

15 From there, I was recruited to
16 Greensburg Salem School District, which is where I
17 am now, as a curriculum coordinator elementary
18 supervisor and federal programs director. And
19 looking at my span of what I've done, I credit
20 school libraries and the programming.

21 So what I've provided you in my
22 testimony was the story of Greensburg Salem. I was
23 able to experience Peters Township and the focus on
24 school libraries and the importance of being
25 recognized statewide as an outstanding

1 librarianship in elementary, the whole way up to
2 the senior high. And when I looked at Greensburg
3 Salem, they were the have-nots. They were still
4 struggling to keep the role of the librarian. I
5 felt like I needed to leave Peters Township to jump
6 into a school district and do my social justice
7 work there.

8 So, as a doctoral student at Duquesne
9 University, I have turned my entire social justice
10 lens into studying the value of school libraries
11 and equal access for all children in Pennsylvania.
12 I've traveled to Pittsburgh City, libraries in the
13 city schools in Philadelphia. When I came across a
14 man who was volunteering to unpack books out of a
15 box in a library that was this large (indicated)--
16 it had been closed down because the funding had
17 been lost--he said to me, Kelly, guess what we
18 found in a box of books? I said, what? He said, a
19 Harry Potter book. He was so excited to get to
20 take one Harry Potter book and deliver it to a
21 school in Philadelphia that had none, and that
22 broke my heart. And I think, how did these
23 children start kindergarten, first grade, second
24 grade and grow up without this?

25 And here's this gentleman, and I said,

1 oh, are you a retired educator? Oh, yeah, you were
2 probably a superintendent. He said, no, I was a
3 construction worker. I retired from the
4 construction business. Someone taught me to read,
5 and it was the librarian, and that's why I do what
6 I do.

7 So the GPS that I provided to you today
8 is a lot about Greensburg Salem's story and getting
9 everyone on the bus. But it's the story across
10 Pennsylvania in all of our schools is getting the
11 librarian in that driver's seat, switching seats
12 often with the superintendent or the building
13 principal saying, okay, it's your turn to drive.
14 You drive the professional development this week,
15 and you get us into the library to learn about
16 makerspaces. You get us to the conference.

17 And other times, the librarian takes a
18 back seat and puts that social studies teacher up
19 front and says, how do we use that 3-D printer, the
20 knowledge about Washington D.C. and all the
21 monuments, and how do we create a map so that all
22 our students could use all the reference materials
23 in the library to create something that looks like
24 Washington, D.C., in Greensburg, Pennsylvania? So
25 when we go to our field trip, we can see those

1 monuments that we created on the table and know all
2 that research and background that we spent in the
3 library with our 7th grade students.

4 That's why I'm here today to tell you,
5 there's a lens that I want you to look through so
6 that, when you prepare your work, I want you to see
7 what I see. I see grants that are available out
8 there for early childhood. We grabbed one and we
9 are using it to buy books, because the families in
10 Greensburg Salem have very, very little access to
11 literacy in their homes. So we're buying books
12 that we mail out to the families in the summertime
13 to say, welcome to kindergarten. I'd love you to
14 take a look at this book, and then we're going to
15 keep you reading all year long when you visit the
16 school library.

17 In second grade, they're learning to
18 travel to the library so they can discover Curious
19 George. Because PBS Kids is putting it on an app
20 on an iPad, they know who Curious George is. It's
21 highly vetted, so let's go to the library and grab
22 a book and actually read it, learning how to turn
23 pages.

24 It's the fifth grader who learned what
25 is the Diary of a Wimpy Kid and how do I interpret

1 that in my life, and how do I become an illustrator
2 and an engineer and have that growth mindset that I
3 can do anything? And that librarian is that growth
4 mindset; not a fixed mindset that says, you belong
5 at that table, you read these books because they're
6 on your level. It's, look at this room; look at
7 the opportunities; let's take it back to your
8 classroom and put those opportunities back in your
9 classroom.

10 It's the middle school young lady who
11 hates school. She begs to get to go to the
12 makerspace in the library to take legos and turn
13 them into bracelets and make them for people out of
14 -- This is her jewelry that she's making (displayed
15 a bracelet). She's gonna run a business some day
16 in our career readiness track. That's happening in
17 our middle school library.

18 You jump to the high school. I asked
19 the young man, what are you doing? Aren't you
20 supposed to be getting on the vo-tech bus? He's
21 heading to vo-tech--we started last week--for
22 welding. He said, I just heard that Rainbow Rowell
23 has a new book out. I need to get it in my
24 backpack and borrow it before I get on the bus. So
25 I held the bus so he could run out and get on that

1 bus to vo-tech.

2 These are the things that we need in
3 Pennsylvania. It can't happen with a teacher who's
4 sitting back in her class engaging students in
5 reading and having the doors closed, the lights
6 turned off. In a space like this, the lights have
7 to be on. It has to be open and welcoming.

8 Our administrators have our
9 administrative team meetings with our
10 superintendent in the library. Why not? We sit on
11 the couches and chairs. It's good for kids. Why
12 isn't it good for adults? We find that, when we're
13 working on our math and science collaborative
14 problem-solving and we're trying to write a grant,
15 the resources are here. The lady who knows it all,
16 we steal her, and she shows us which direction we
17 should run to.

18 So, I'm asking you to look at the bright
19 spots in Pennsylvania; look at the conferences, the
20 professional development that the library
21 association puts on. I used to beg my
22 superintendent to let me go to the library
23 association conferences rather than the principal
24 association conferences. Do you know why? Way
25 back, years ago when I started, they were the ones

1 that were tweeting. They were using social media.

2 At the principal meetings, I would put
3 a Post-it note on the wall, meet me here at this
4 time. This is where the principals were meeting.
5 The librarians had it going years ago. They were
6 advertising grants, mini-grants, for different
7 pieces of technology. I was writing them with my
8 teacher librarian. We were using those
9 opportunities to collaborate.

10 Now, as an instructor at the University
11 of Pittsburgh, I have students that are education
12 majors, so, of course, I'm going to advertise
13 libraries in my classes and the teaching of
14 reading. They're not getting it. I'm the first
15 class -- They're juniors. I'm the first class that
16 they hit where we talk about, how do you co-teach?
17 How do you study a unit on the Titanic in your
18 third-grade class and collaborate with that
19 librarian? And so, that's my mission; is to bring
20 those bonds together to teach them that
21 collaboration, because we do have to work smarter.

22 My final piece, I talk about the
23 librarians. They are our bright spots. They're
24 the growth mindset. They're the curriculum
25 coordinators. They're everything. And I beg you

1 to help us find a way to keep that bright light on
2 them.

3 Thank you.

4 MAJORITY CHAIRMAN SAYLOR:

5 Representative Quigley.

6 REPRESENTATIVE QUIGLEY: Thank you,
7 both, for your testimony.

8 The one thing that jumped out to me when
9 you were talking about, you know, privacy, this
10 digital age, and we see issues throughout the
11 Commonwealth of some of our students getting into
12 trouble with that. How do you approach that, like,
13 specifically? Are there classes that you give to
14 the children, or how is that -- how is that
15 conveyed to them, the importance of their
16 interaction on the social media?

17 DOCTOR ZIEGENFUSS: I think one of the
18 ways is by modeling it. As educators, we work to
19 make sure that our teachers are aware of the
20 appropriate uses of these tools and actually start
21 to use them and model them, and then have those
22 conversations with students. Our students are
23 really residing. They're residing on a lot of
24 these tools already.

25 It's just that, in schools, we haven't

1 invited that to be a part of what we do because it
2 gets kind of messy. It can get kind of messy for
3 issues like privacy and appropriate use and things
4 like that. So I think modeling it and having our
5 teachers start to use these tools and realize what
6 the potential is through the connections that you
7 can make through this; the connections to outside
8 experts.

9 Learning, as you can see from one of the
10 graphics, is open-walled now. You can learn
11 anything, any time, anywhere; just find an expert.
12 No longer, like when we were in school, it's not
13 just the teacher in the room that's the expert now.
14 Everybody is an expert, and through these tools you
15 have access to all those experts and all that
16 information, and the librarians help us to
17 understand how to make sense of that and how to
18 address the validity of a resource. Or, if I'm
19 putting content out there, what is appropriate to
20 put out there. We all need to own this as
21 educators, but our librarians can lead the way
22 because they've got that special, unique training
23 in that.

24 MS. GUSTAFSON: There are also classes
25 that we have direct instruction with students. We

1 follow Common Sense Media. They have a great
2 curriculum that we're using. We're inviting our
3 parents to understand it, because it's okay when
4 they're in school and we all know how to watch
5 that, but parents need to be educated, too.

6 So, through your PTA meetings, you can
7 bring high school students in and they can teach,
8 what is Snapchat, what is Instagram. They have
9 taught our parents, what's that cutting-edge piece
10 that's out there on social media, to maybe avoid or
11 monitor with their children in the elementary
12 level.

13 Middle school, it's also embedded in the
14 curriculum the librarian team teaches with our
15 technology teacher, and they move through that
16 together.

17 REPRESENTATIVE QUIGLEY: It was
18 interesting you brought up about validity of
19 information. Is there a -- How do you deal with
20 that, when you're talking with students about how,
21 you know, just because it's on the Internet doesn't
22 mean it's true? What are some of the steps you
23 take to work with your librarians to verify the
24 information or have the student verify the
25 information?

1 DOCTOR ZIEGENFUSS: Right. So, you want
2 to verify through multiple sources. So, if
3 somebody says, this is true, then you try and find
4 other reasonable resources that verify that
5 information and have some quality behind them; some
6 authority behind them. Librarians walk our
7 students and our educators through that process of
8 verifying information.

9 MS. GUSTAFSON: And that's also defined
10 in their curriculum. So there is a curriculum.
11 Librarians don't just come in and, i think today
12 we're going to check out books. There is a
13 curriculum and a pacing guide to make sure what's
14 appropriate to share in first grade versus when
15 they hit middle school when they're doing some
16 more intensive research.

17 REPRESENTATIVE QUIGLEY: Thank you.
18 Thank you, Mr. Chairman.

19 MAJORITY CHAIRMAN SAYLOR:
20 Representative Lewis.

21 REPRESENTATIVE LEWIS: Good morning, and
22 thank you for your testimony. I have a question
23 and maybe a statement, too.

24 I'm an old-time educator. When I
25 retired, I'd been an administrator. I've been

1 through the gamut, and I retired as a principal
2 about 10 years ago. Every time I come to one of
3 these types of hearings, this today is very, very
4 significant.

5 Do you take this back to the school
6 boards to emphasize the significance of the
7 librarian? We talk about math; we talk about
8 reading. And, to me, being a former principal --
9 And we never had these problems way back in the
10 late '90's and early 2000's, and, all of a sudden,
11 it's a major problem.

12 But the librarian, to me, seemingly, is
13 the crux of all of this educational process that
14 we're talking about. How do we get back to that;
15 emphasizing this to the school boards and the
16 people that run these districts, and emphasize the
17 significance of the role of the librarian,
18 especially with this new informational highway?

19 Our kids come in already computer-
20 literate and, a lot of times they know more than
21 the teachers. How do we correct that? How do we
22 get them on the right path; break some of these bad
23 habits that they've created before they even get to
24 you?

25 That's just a statement and a question,

1 because it just baffles me. We're advancing so
2 fast and our kids are so smart, and the librarian
3 is one of the keys, in my opinion, to the success
4 in educating our students.

5 MS. GUSTAFSON: Are you aware that, in
6 the state of Pennsylvania, school libraries are not
7 required?

8 REPRESENTATIVE LEWIS: Yes. I have
9 found that out. That's why --

10 MS. GUSTAFSON: Many people are shocked
11 when I say that to them. In traveling outside of
12 Pennsylvania, I will say, our prisons are required
13 to have libraries that are public-ed; school system
14 is not.

15 And when you say bad habits, I say we
16 steer their habits, because it's a matter of
17 perspective sometimes, you know, once their habits
18 are formed.

19 I am privy to the executive session in
20 our school board meetings. I am part of the budget
21 formation, both in Peters Township and in
22 Greensburg Salem. I would say that there is a
23 value and an emphasis played on school libraries
24 and the librarianship, but when you're looking at,
25 how do we purchase this versus something else,

1 that's the part where my voice has to speak up and
2 say, exact same thing, they are the curators.
3 Unfortunately, not everyone is educated in this
4 manner.

5 When I traveled to Washington, D.C. with
6 ALA to go on Capitol Hill and talk about this, we
7 went to Senator Casey's office, we went to Senator
8 Toomey's office, and one of the aides I spoke to
9 said, I did not realize that they're not required
10 in the state of Pennsylvania.

11 I loved my school library when I was
12 there, and I shared that information. It is us
13 being advocates for the programming and the good
14 that's coming from it. But, I don't have the
15 answers.

16 When I was at Duquesne University,
17 people couldn't believe that was my topic for my
18 dissertation. Once I started to share across
19 Pennsylvania just what's happening, it's amazing
20 and shocking that that isn't the same value across
21 every school district.

22 At one time, in Pittsburgh, when the
23 principals had to make cuts--here was your budget,
24 you have to make a cut the easy thing to do was cut
25 the librarian. It's non-controversial; we'll just

1 cut that. A statement and a directive had to come
2 out to say, you may not cut the librarian. We need
3 to educate those principals as to the value of that
4 role also.

5 DOCTOR ZIEGENFUSS: In terms of
6 educating our school boards and our communities
7 about the value of a librarian, I think -- We
8 certainly all come from different communities,
9 different context, different values towards these
10 things.

11 But, I think one of the key players in
12 that is leadership and how does the leader of the
13 school district and the school communicate that
14 value. And, I think, communicate the value, too,
15 that we are all learners. As school board members,
16 we're learners. As administrators, we're learners.
17 As state legislators, we're learners. And we have
18 to approach that --

19 In the world we live in now, we have to
20 approach things with an open mind; that there are
21 -- Things are changing so fast that there are
22 alternate ways of looking at these things. And one
23 of the ways we have helped to educate our school
24 board is to bring students and bring teachers in to
25 have the conversations and to show exactly what the

1 difference that a librarian can make. Have the
2 librarian come in to a school board meeting or a
3 committee meeting with some students and show 'em,
4 here's evidence of -- If these are the things that
5 we are valuing as a community, here's some
6 evidence, and here's the role that the librarian
7 and other educators have played in that, and have
8 the students communicate that message, too.

9 In our situation, again, contexts are
10 very different in different places, but that's been
11 very effective in helping our school board to
12 really understand the value of libraries and
13 librarians.

14 We also live in a community that doesn't
15 have its own library. We use the Allentown Public
16 Library, and our school board has been very
17 supportive of that. A couple of years ago, when
18 the township was thinking of cutting the funding to
19 the public library, the school board actually
20 passed a resolution that said, we think you need to
21 do this, township residents. We think you need to
22 support the public library system.

23 So, they've come to that point, I think,
24 because they're open-minded, they are learners, and
25 they've seen the evidence that school libraries,

1 and public libraries as well, have on the impact of
2 our learners.

3 REPRESENTATIVE LEWIS: Thank you very
4 much for that.

5 Another thing, Mr. Chairman, if you
6 don't mind, and you just hit on it, the public
7 libraries. In my area, they're raising all kinds
8 of money to rebuild, re-emphasize the public
9 library system, and a lot of the library systems
10 are connected with the school districts. That's
11 why this is sort of befuddling to me, why we aren't
12 across the board, like Pennsylvania, working
13 together, because it all betters are our community
14 and educates them. I hate to say this publicly,
15 but it will help educate the school board members
16 to want to become a member of the school board to
17 push this type of emphasis on librarians.

18 So, thank you, Mr. Chairman.

19 MAJORITY CHAIRMAN SAYLOR: I believe the
20 chairman had a bill in that required school board
21 members to get educated.

22 (Laughter).

23 MAJORITY CHAIRMAN SAYLOR: At this
24 point, I would like to recognize Representative
25 Truitt.

1 REPRESENTATIVE TRUITT: Thank you, Mr.
2 Chairman.

3 Thank you, both, for your testimony.
4 I'm going to ask a question that might strike a bit
5 of a nerve, but I feel it's one that has to get
6 asked, obviously.

7 When I have been listening to the
8 testimony so far today, I'm hearing two themes:
9 The importance of the library and the importance of
10 the librarian. And, kind of in my mind, I'm
11 starting to think the librarian is more important
12 than the facility itself.

13 I look around this room. It's a
14 beautiful room, and there's lots of books in here;
15 maybe, I don't know, 10, 20,000 books. I'm gonna
16 ballpark it. I see, Mr. Ziegenfuss, you said your
17 district provides every kid with a digital device.
18 So, if every kid has a digital device, and any
19 digital device we have nowadays could contain every
20 single book that's in this room and millions more,
21 is there still a role for actual books in a
22 physical building? What would, you know -- What's
23 the --

24 I mean, I know older people like to feel
25 the paper and so forth, but tell me a little bit

1 about the importance of still having this kind of a
2 facility for -- or, you know, if we're trying to
3 make tradeoffs. What value does this add to
4 education today? Either of you.

5 DOCTOR ZIEGENFUSS: I think it's a space
6 where we can practice and develop the skills that
7 are listed there, collaboration and communication.
8 So, we don't necessarily want all of our students
9 to be sit solely in front of a computer and
10 accessing virtual people on the other end and
11 virtual resources. There's certainly a benefit
12 to --

13 People learn in different ways. People
14 learn through tactile and touching a book, and some
15 people learn through the digital resources as well.
16 So, we want to provide the space and the
17 opportunity to meet the learner and the learner's
18 needs and the way that they access and can access
19 information.

20 I think this is a space, too, where we
21 can have collaborative inquiry. Groups can get
22 together. The furniture is fairly movable, and we
23 can practice those new skills that we value and
24 that they're going to actually use when they get
25 out there. Think about the kinds of jobs and

1 careers that our students are going to go into.
2 They're going to be working in spaces that are
3 similar to this, too, as well as virtually.

4 So, how do we prepare them in schools in
5 a way that mirrors that kind of world that they're
6 going to go out into, where they have access to
7 books; they have access to experts on the other
8 side of the computer; they have access to experts
9 sitting right next to them. So, in school, we try
10 to replicate that as close as we can. And the
11 library space is exactly that. It's a space that
12 the librarian creates that helps to mirror and
13 develop those skills that we want our kids to have.

14 MS. GUSTAFSON: It's a noisy space
15 sometimes, so it's not the traditional shh when you
16 come in. It's a classroom. So, your question is,
17 why do we have classrooms?

18 REPRESENTATIVE TRUITT: I understand the
19 space argument, and you're exactly right. When you
20 go into modern workplaces, you've got areas where
21 people can sit in groups and collaborate and so
22 forth. What's disappearing in modern workplaces is
23 actual books.

24 I'm an engineer. All my vendors used to
25 send me catalogs that had all their products in

1 them and so forth. Well, they're gone. We've
2 stopped using that kind of stuff because the
3 products change so fast. I just go on the Internet
4 and I look up what's the current products that are
5 available.

6 As I said, if everybody's got access to
7 a digital device -- I mean, maybe have this exact
8 same room; just without the bookshelves and the
9 books, so I'm just trying to understand the
10 evolution of where -- you know, where we go. Do
11 the physical books still have a place that is
12 significant enough that, you know, if we're trying
13 to decide how to allocate resources; if we have a
14 choice between buying more books for the library
15 this year or hanging onto our librarian, should we,
16 perhaps, be hanging onto the librarian and letting
17 the -- not worrying so much about the inventory of
18 books that can be replicated on a digital device
19 that, in some school districts, every student has?

20 DOCTOR ZIEGENFUSS: I think, too, in
21 terms of resources and books, we have -- definitely
22 now that our students all have devices, we have
23 moved towards -- I can't think of -- I had the name
24 of it, but they have access to a whole library of
25 electronic books as well.

1 So, while our library budgets have
2 remained consistent or increased with the cost of
3 living and inflation, the librarian is skilled
4 enough to decide, where do those resources go based
5 on the needs of the learners in the school. So,
6 the librarian, maybe 10 years ago, might have been
7 spending a hundred percent of the budget on books,
8 but now they're still spending the budget on books,
9 but those could be electronic or hard-copy books,
10 too. So that's something that has changed about
11 the world and something that has been changed about
12 the way our libraries work and our librarians, too.

13 MAJORITY CHAIRMAN SAYLOR:

14 Representative Tallman.

15 REPRESENTATIVE TALLMAN: Thank you, Mr.
16 Truman (sic) -- chairman. Truman?

17 (Laughter).

18 REPRESENTATIVE TALLMAN: Boy, you've
19 really aged.

20 So, I have a question on data quality,
21 but Representative Truitt has now sparked my
22 interest on Print media, and we have an example.
23 I'm an old-timer, so I still get my local
24 newspaper. The Hanover Evening Sun is now a
25 three-day-a-week, the Harrisburg Patriot News,

1 because people don't read media. They get their
2 news via the Internet. We have library-access
3 funding available in the state budget. That's
4 Internet access.

5 I think Representative Truitt has asked
6 a legit question. Why do I need a book when I can
7 get the book on the Internet and read it? So,
8 verify to me the need for print media. I'm an old-
9 timer, so I need it. I like the feel of pages in
10 my hand. I am going to get back to my data
11 question.

12 MS. GUSTAFSON: I'm an old-timer, too.

13 REPRESENTATIVE TALLMAN: You're not
14 nearly as old as I am.

15 MS. GUSTAFSON: I grew up touching the
16 pages, and that was my modality. I needed to touch
17 it.

18 But there's -- There are more than just
19 books in this library. It's a museum of the
20 products of what has been made within the
21 classrooms. So, I can see some things back there
22 that look like they were part of a makerspace or a
23 physics class where they were doing an experiment
24 and created a model. So, it is a gathering space.

25 The shelves are changing, so I agree,

1 there are less books. But if you walk into an
2 elementary school, as I referenced before, there
3 are puppets that match the books so that you can do
4 Reader's Theater. So, I'm not holding an iPad.
5 I'm actually holding elephant and piggy, and I'm
6 reading the role of elephant and you're reading the
7 role of piggy, and someone has the puppets, and we
8 are touching the pages and learning how to scan.
9 The classroom teacher is collaborating with the
10 librarian, and we're doing that in that space, and
11 we need those books.

12 My students don't have the technology,
13 and many schools don't have the one-to-one. And
14 so, that high school student that's going to his
15 welding class is going to read that Rainbow Rowell
16 book in his backpack that he threw in on his bus
17 ride to the tech. Maybe he could have gotten it on
18 his phone, I agree, or preferred to read it by his
19 phone. He chose to go to the high school library
20 and pull that out.

21 The illustrations tell a story. You
22 know, picture books have a purpose without text,
23 and that's part of pre-reading. That's part of the
24 writing component. Our students need to be writers
25 also, and so, we put that ELA component together in

1 the library.

2 We also bring our science notebooking
3 into the library. So, they're doing the research.
4 They're looking for the references, whether it's
5 text or online. They're sitting at the tables, and
6 they are writing about that science inquiry in
7 their science notebooking.

8 So that question has come up in school
9 board meetings. It has come up at the table with
10 PTAs who are saying, how do we make some of our
11 donations to our schools? Do you want us still to
12 buy the scholastic books, or do you want us to look
13 at technology devices?

14 Many principals that I have been with in
15 Westmoreland County have said they still want the
16 text. They still want to teach a child how to turn
17 the pages. They want to have that conversation and
18 that socialization in our culture, and that seems
19 to be the preference.

20 That's the only answer I have right now.

21 REPRESENTATIVE TALLMAN: So, it was an
22 interesting -- I've got to get to my original
23 question, before Dan threw me off track.

24 MAJORITY CHAIRMAN SAYLOR: We're running
25 behind.

1 REPRESENTATIVE TALLMAN: We're running
2 behind?

3 So my last question is on the data. So,
4 I can prove any point of view. Probably the earth
5 is flat, off the Internet. So, how do I --

6 So, we have all this data that's
7 available. How do we not have our inherent bias
8 reflect to which data is valid or not, as a
9 librarian?

10 DOCTOR ZIEGENFUSS: I think that's a
11 really excellent question and a question that we,
12 in schools, can do better at; and that is, this
13 idea of search and this idea of bias.

14 So, if we are studying something about a
15 culture around the world and a current event around
16 the world related from that aspect of culture, do
17 my students and do we, as educators, know how to
18 search the different perspective of that and not
19 just go to the New York Times or the Wall Street
20 Journal or the Washington Post, because they're
21 going to have a unique perspective. And we live in
22 a global society now, where having those different
23 perspectives is very important when you are
24 presenting an argument, making an opinion, et
25 cetera.

1 So, librarians have that unique skill to
2 help us understand, how do we find those different
3 perspectives. So if we are studying something in
4 Europe -- Let's just take the American Revolution.
5 Do you think the American Revolution, from an
6 English perspective, looks the same as it does from
7 an American perspective? So we teach the American
8 perspective, and that's great.

9 If I'm curious about, what's their
10 perspective, then how do I know -- do I know how to
11 search that? Do I know what resources to do? Our
12 librarian can help us understand and navigate that,
13 too.

14 So that idea of bias, which is something
15 that is really prominent in our world, and how do
16 we get our students to understand and our
17 educators, too. I keep coming back to that. It's
18 not just about students because we're all learners.
19 We, as educators, are learning alongside our
20 students a lot of these new processes, and the idea
21 of finding bias is something that's really
22 important. So that was a good question. Thank
23 you.

24 MS. GUSTAFSON: And that's part of our
25 curriculum also. So it's direct instruction where

1 a teacher and a librarian can teach those types of
2 lesions, or it can be held in the library, or the
3 librarian can go into that class and teach that,
4 and that's a progression, K-12. It's not a one-
5 and-done, because they need to hear that in
6 developmental steps.

7 MAJORITY CHAIRMAN SAYLOR:

8 Representative McCarter.

9 REPRESENTATIVE McCARTER: Thank you, Mr.
10 Chairman.

11 And, again, this is -- Quite honestly,
12 this hearing is one of the highlights, I think, of
13 my time in the legislature, because we're talking
14 about issues that I think are -- As a historian and
15 somebody who taught history for a long time, these
16 are very, very important questions.

17 I'll just give one illustration quickly,
18 the question of whether we should keep books or not
19 or whether we will ever need them. That's a
20 question, I'm sure, that was debated probably in
21 about the 6th century as well. As things started
22 to change in the 5th century, and big time for the
23 Roman Empire, and books disappeared, and things
24 such as the Great Library in Alexandria vanished,
25 and we lost all of that knowledge.

1 The reason we only have 2 to 3 percent
2 of all the Greek plays is because we lost that when
3 books were destroyed in large measure. We love to
4 think of the cloud as containing all the
5 information in the world. But it would be a heck
6 of a bad time if, in fact, something did take place
7 where we lost all of that information that's out
8 there in cyber space and we had no physical
9 remnants left of that knowledge that we have
10 accumulated in such a way.

11 So I would say there's a place for
12 redundancy here in a sense of both books and the
13 knowledge in the cyber world that we exist in in
14 the 21st century, and we're struggling mightily
15 across all of civilization at the present moment of
16 how to deal with these issues. I mean, it's
17 obvious today as well that, you know, we want to be
18 able to be as efficient as we can. We want to use
19 the new technologies in such a way.

20 But the library itself, as described
21 here, I think is very, very important as a space;
22 as a space that contains all different forms of
23 knowledge in the way in which we preserve it and
24 the way in which we use it. And, consequently, I
25 think that's a very, very important point that we

1 don't want to lose sight of for all of our schools,
2 for all of our citizens across this country and
3 around the world, as we learn to deal with the new
4 technologies and how -- We still have to keep in
5 mind that things can be lost very, very quickly,
6 and we don't want that to happen either.

7 So, in that question of whether we need
8 to have books or not, I'm not saying preserve
9 everything in every library. But, surely, we have
10 to find a way to preserve that, just as we do with
11 other things, such as seeds for all of our crops.
12 We're storing those because we're realizing we're
13 losing those things. We're losing the ability, in
14 a sense, to have multiple things as we compress
15 and, at the same time, expand. So, it's a very,
16 very important issue.

17 Again, I thank you very much for your
18 testimony, which has been very enlightening.

19 MAJORITY CHAIRMAN SAYLOR: Thank you,
20 Representative McCarter. I agree with you a
21 hundred percent because, I will tell you, I've
22 traveled this state, and I've visited with a lot of
23 students over the last two years in particular.
24 But I visit with every fourth grader in my district
25 each year. And I will tell you, for

1 instance, in one of my trips to the south, I
2 visited the Governor's office in Tennessee. The
3 Governor wasn't there, but his chief of staff
4 invited me to come in and sit in the Governor's
5 chair just for some fun, which was something I've
6 never done in Pennsylvania, sit in the Governor's
7 chair.

8 But, it was interesting because he
9 showed me a bookshelf then, and the bookshelf had a
10 whole shelf full of books, and those books' titles
11 were The War of Northern Aggression; not The Civil
12 War.

13 So I think -- The importance of books,
14 to me, I think that if we ever decide we don't need
15 paper books anymore, I think we will see a real
16 downturn in reading. I think it's so critical.

17 I've got to be honest with you. I get
18 three, 400 e-mails a day. I really get tired of
19 the computer. I know a lot of young people who are
20 in their 20's and 30's who read books, because they
21 also spend a lot of time on the Internet with their
22 jobs or whatever else. They want the peace and
23 solace of that computer lit-up screen in their
24 face.

25 So, I agree with Representative

1 McCarter. It is so critical. And what we have
2 lost already in society, I think our books are an
3 important part as we move forward to the digital
4 age.

5 I guess the -- One of the questions I
6 have for you is the Internet; with the Internet
7 today and teaching kids how to use it, particularly
8 elementary kids. I know so many kids today have
9 phones at the young age, which is unbelievable to
10 me in some cases; is how we protect them from these
11 predators, in many cases, because we're teaching --
12 And they need to know how to use it. But how are
13 we -- What are we doing to protect the children
14 from Internet predators, and security as well? The
15 security today --

16 I mean, I know you could take your cell
17 phone and people can find out where you are today
18 just by having your cell phone on, and the
19 technology is amazing. And I'm kind of a -- I call
20 myself a technology idiot, but I'm learning.

21 So, what are we doing and what can we do to
22 make sure, in the legislature, that we're giving
23 you the tools that you need as well to utilize the
24 technology, but also, at the same time --

25 And I will add another caveat there, is,

1 what do we need in the legislature to do -- and I
2 hate to use this word because everybody comes to us
3 for funding. But, what areas can we do to help
4 improve access to libraries in schools and publicly
5 as well? And I'll stop with that.

6 DOCTOR ZIEGENFUSS: So, in terms of the
7 Internet and helping children learn how to be safe,
8 I think one of the important things is that
9 students have access to real devices to be able to
10 practice how to use them and how to access
11 information; how to judge the value of that
12 information in terms of the questions and problems
13 that they have.

14 I think -- I'm fortunate enough,
15 obviously, to be in a district that every student
16 does have access, anytime-anywhere access, to that
17 device. And, because of that, we have boundless
18 opportunities to work with children on ways to
19 improve their own information skills. And I will
20 say that I think our students will leave us having
21 had many years of experience accessing information
22 through that device, as well as books in a library.
23 They will leave having been miles ahead of some of
24 their students in neighboring school districts that
25 don't have that access.

1 As we work with our students, you know,
2 we are constantly having them ask questions about
3 the validity of information. We do work with them
4 on, what happens if you encounter this, what's the
5 best way to respond to that; you know, talk to your
6 teacher, find an adult. That's built into the
7 curriculum that the librarian delivers, as well as
8 our teachers in the classroom, because, obviously,
9 our students have access to that device in the
10 classroom as well as in the library.

11 So, they have every minute of the day
12 that they're there -- Every minute that they're
13 using the device, which isn't every minute of the
14 day, they do have those opportunities to practice
15 and develop those skills.

16 So, I think the thing that's really
17 important that I'd like you to hear is that, having
18 access to that device to be able to practice those
19 skills is really important. Our students aren't
20 going to learn those skills if they don't actually
21 have the access to it. And there are a lot of
22 schools around Pennsylvania that don't have access
23 in a way that's fairly robust to be able to
24 practice those skills.

25 So, those students are going to leave,

1 and do they know how to keep their data private?
2 Do they know what information is appropriate or
3 inappropriate to put on the Internet? You know,
4 they don't always have the best adult role models
5 outside of school either. So, providing that
6 access and those opportunities for them to develop
7 those skills during the school day, when they are
8 around adults that are focused on helping them
9 develop those skills is really important.

10 MS. GUSTAFSON: I would agree. And I
11 had mentioned this before, but we were accessing
12 Common Sense Media and using their curriculum
13 because it's free, and it was a training that was
14 offered in Allegheny County. So I sent my
15 librarians and my technology teachers together to
16 go and experiment and see what the curriculum
17 looked like and to bring that back and align it to
18 our library media's curriculum, the Model
19 Curriculum, so that it could be direct instruction.

20 We don't have the one-to-one devices,
21 but you can still teach all of that technology
22 piece within the school using the tools at school
23 because, as you know, they go home and they have --
24 they pull out the cellphones out of their backpacks
25 on the bus and at home, and it's so key.

1 Again, that was a choice I made as an
2 administrator. I found that. It wasn't something
3 that was advertised widely. And so, I would
4 encourage some of the curriculum directors in
5 Westmoreland County. I said, you need to jump on
6 this. So it was word of mouth, how we were getting
7 this out and sharing this information and this
8 opportunity to attend this training.

9 There's follow-up with it so that they
10 can recognize you as a Common Sense Media star and
11 so that you have met all the criteria. And so,
12 again, it was a consistent technology -- I'm sorry,
13 curriculum. It wasn't a piece here, a piece there,
14 because we were afraid kids would fall through the
15 cracks, so we needed something consistent.

16 MAJORITY CHAIRMAN SAYLOR: Okay. I want
17 to thank you very much for coming and testifying.

18 Kelly, if I may ask, did you get your
19 doctorate yet?

20 MS. GUSTAFSON: No.

21 MAJORITY CHAIRMAN SAYLOR: I wanted to
22 make sure we recognized you. We have Doctor Randy
23 here. I wanted to make sure --

24 MS. GUSTAFSON: See me the spring.

25 MAJORITY CHAIRMAN SAYLOR: You're

1 working on it. I understand. I just wanted to
2 make sure we recognized you for being a doctor, if
3 you were a doctor. Okay.

4 MS. GUSTAFSON: This experience is part
5 of it.

6 MAJORITY CHAIRMAN SAYLOR: Yes.

7 MS. GUSTAFSON: I'm doing a case study.

8 MAJORITY CHAIRMAN SAYLOR: Sure.

9 MS. GUSTAFSON: And so, I'm writing
10 about this panel and all of our work together. So,
11 I'll send you copies.

12 MAJORITY CHAIRMAN SAYLOR: Good luck.
13 Thank you.

14 Our next testifiers are going to be
15 Cathi Fuhrman, who is the Library Department
16 Supervisor at Hempfield High School; and, also,
17 Megan Maloney, who is a Kutztown University library
18 science major.

19 DOCTOR FUHRMAN: Good morning.
20 Hopefully I won't be redundant, although I'm sure
21 I'll say some of the -- and support a lot of the
22 things that's already been testified.

23 I want to thank you for this opportunity
24 to speak to you today about how school libraries
25 and school librarians can help school districts in

1 Pennsylvania become Future Ready in order to
2 provide personalized, research-based digital
3 learning strategies so that all our students in
4 Pennsylvania can achieve their full potential.

5 I'm the district supervisor for
6 libraries in Hempfield School District. We are 10
7 buildings. We are in Lancaster County,
8 Pennsylvania, in Landisville. I've been with
9 Hempfield for 22 years. I started out, for five
10 years, as a middle school librarian and became the
11 department supervisor; for a while did both a
12 full-time library role, as well as a department
13 supervisor.

14 But, for the past nine years, I've
15 dedicated most of my time during the day to be the
16 district supervisor for libraries and work
17 alongside 15 other content area supervisors. I
18 still teach one class a day, typically at our high
19 school but sometimes throughout the district.

20 So, it's my responsibility in the district
21 to help achieve the visions and the goals of the
22 school district. So, with adequate staffing and
23 resources, our school librarians are really the
24 most equipped members of our teaching staff to
25 provide collaborative learning experiences,

1 programs and spaces in order to prepare our
2 students to be Future Ready.

3 School libraries are the bridge to the
4 gap between access and opportunity for all our
5 learners in our schools. The school librarian sees
6 students from whatever age they enter that school
7 building until they leave that building to the next
8 level or until we graduate them to be career Future
9 Ready. So the students know their librarian and
10 they grow with them while they're in that building.

11 The school librarians are the one
12 educator in the whole building who knows our
13 students at every single grade level as a reader,
14 an explorer, a thinker, a tinkerer, a collaborator,
15 a digital citizen and as a learner.

16 So, there's reasons why the ESSA now
17 includes new provisions that authorize school
18 districts to include developing effective school
19 library programs in their local plans. There's a
20 reason why my school district, Hempfield School
21 District, continues to support our school library
22 program and expects it to continually transform so
23 that we're an essential component in preparing our
24 students for an ever-changing future.

25 So, first of all, the first reason is,

1 all students in Pennsylvania deserve to have the
2 opportunities that Hempfield students have; access
3 to an effective school liberty program. As the
4 department supervisor, I continue to evaluate and
5 ensure that Hempfield has an effective school
6 library program. So this requires not only print
7 and digital resources for students to meet
8 individual reading abilities and individual needs;
9 they need flexible spaces that promote the four C's
10 of creativity, collaboration, communication and
11 critical thinking. But they also need adequate
12 staffing of certified, professional school
13 librarians.

14 Second reason: Effective school library
15 programs are essential for transforming schools in
16 many different ways. School librarians --
17 Certified school librarians, they're teachers
18 first. They partner with other educators in a
19 school to design and implement evidence-based
20 curricula and assessments. They integrate the
21 elements of deeper learning, critical thinking,
22 information literacy, digital citizenship,
23 creativity, innovation and the active use of
24 technology while facilitating students to become
25 independent learners engaging in solving real-world

1 problems.

2 The effective school library program
3 supports 21st-century learning, K through 12, with
4 a high level of expertise from certified
5 librarians. It cuts across all content areas no
6 matter what the subject, in which students have the
7 opportunity to learn how to locate, access, and, of
8 course, evaluate, as we've talked about before,
9 evaluating information, while still developing that
10 culture of reading.

11 Reason 3: School librarians are the
12 experts. They select, they integrate, they
13 organize, and they share both the print and the
14 digital resources that can truly transform teaching
15 and learning in our school district. They are the
16 curators of the plethora of tools and resources.
17 They understand how to leverage the needs of the
18 school community and the resources that are
19 available.

20 School librarians, again, are the one
21 educator in that school building. They know the
22 reading needs of all students, because they see
23 them. Most of our elementary students -- Most of
24 our students in our school districts, they spend
25 their education in one building most of the time.

1 Not always. We have lots of transient students,
2 students moving in and out of the district.

3 But that school librarian is that one
4 educator that sees them as readers, sees their
5 reading needs from the time they enter in
6 kindergarten; most of them till they leave in, say
7 fifth, sixth and whatever building they're in.
8 They use that expertise as certified school
9 librarians to ensure that there are resources
10 available for all our students: The struggling
11 readers, the ELL readers and the readers who are
12 at, and a lot of our gifted readers who are above,
13 grade level.

14 They also make sure that the library
15 collection reflects the interest level of our
16 students. We know that students need text and
17 resources that interest them and engage them.
18 That's how they become good readers.

19 AASL, the quote from them, says
20 that:

21 By providing access to an array of
22 well-managed resources, school librarians enable
23 academic knowledge to be linked to deeper,
24 personalized learning. The expanded learning
25 environment of the school library ensures the

1 unique interests and needs of individual students
2 are met. In this way, effective school library
3 programs prepare students for college, career and
4 community.

5 That's what we want for our students
6 when they leave our districts.

7 Reason 4: Certified school librarians
8 are able to facilitate and design these wonderful,
9 flexible spaces that encourage students to be
10 life-long learners and promotes inquiry,
11 creativity, collaboration. The school library
12 space is the space that equals the playing field
13 for all our students by providing equitable access
14 to connectivity, digital devices, information
15 resources and services that can support a school
16 district's vision to inspire our students to be
17 those contributing citizens in a global society.

18 In my district, our school libraries, we
19 circulate devices. We circulate computers and
20 laptops. This year we're now circulating WiFi
21 hotspots so that, our students who don't have
22 Internet access at home, it equals that playing
23 field for them so that they can take a device home
24 or they can borrow a laptop from us; all filtered.
25 Everything's filtered through our school district

1 network server, but it's making that equal playing
2 field, and it's the school library that's
3 circulating and making it easy access for those
4 students.

5 We give access to those makerspaces with
6 robots and Legos. We do lots of STEM activities
7 regardless of their background or what course
8 they're taking. In some school districts, students
9 -- you have to take an engineering course in order
10 to be able to -- to be able to learn how to program
11 a robot. In our school district, we have
12 makerspaces where that's available for any student.
13 It doesn't matter who they are. It equals that
14 playing field.

15 Students learn by exploring and
16 tinkering, creating, collaborating. They
17 communicate in both digital and non-digital ways.
18 The Legos is a non-digital way, but what a great
19 thing; if you go into a makerspace and watch our
20 students create, just because they want to,
21 something made out of Legos. All students have
22 access to all resources and all devices in our
23 school library.

24 Finally, reason 5: Certified school
25 librarians in my district are leaders who provide

1 professional development in not only print and
2 digital tools, but also how to develop and
3 implement those instructional strategies that
4 really promote that personalized learning and build
5 that culture of inquiry in our schools. My school
6 librarians are leaders in that professional
7 development, and that's where I expect them to be.

8 Our school librarians model for other
9 teachers what it looks like to have that flexible,
10 engaged environment that serves all students. As
11 my director of curriculum, Drue Feilmeier, has
12 stated: The certified school librarians in our
13 district are currently the most equipped to promote
14 and model the paradigm of thinking about the future
15 forward learning needs of all our students.

16 In closing, I'd love to tell you, after
17 17 years as the department supervisor, that I have
18 been able to reach all the benchmarks of a perfect
19 school library program. No, it doesn't happen.
20 Not there yet. I'm still working on it.

21 I'd love to tell you that we have not --
22 my district hasn't been hit with budget cuts for
23 staffing. Over the last six years, we have. The
24 reality is, the needs of our students are
25 constantly changing. The reality is that the

1 mission of my school district and their vision has
2 changed over the 22 years I've been in the
3 district. Our comprehensive plan that we submitted
4 for 2015 to 2018, just like every other school
5 district, is not the same as the comprehensive plan
6 that we submitted for 2012 to 2015, nor before
7 that.

8 But what I can tell you is that the
9 Hempfield School library program has been an
10 integral and essential vehicle that has impacted my
11 district's ability to be able to achieve the goals
12 of those comprehensive plans both in the past, in
13 the present, and they will continue in the future.

14 Our district continues to invest in our
15 school library program because the impact that we
16 have on every student every single day is an
17 investment in developing Future Ready schools for
18 Future Ready students.

19 Thank you for your time today.

20 MISS MALONEY: I want to start off with
21 -- (Microphone off).

22 I'm sorry. Is this better now? I'm
23 kind of nervous. It's kind of intimidating.

24 I'm a college student, so this
25 opportunity is completely invaluable. I wanted to

1 thank everybody who allowed me to be here.

2 Also, I have so little experience in
3 comparison to literally everybody else here. So,
4 I'm gonna, instead of talking about, like, my
5 library, because I don't have one yet, I'm going to
6 talk about my high school library and the one that
7 -- especially the librarian.

8 I went to Springfield Township High
9 School in Montgomery County, and my high school
10 librarian was Doctor Joyce Valenza. I don't know
11 if anybody knows her, but she's very modest, and
12 she never told me of any awards that she got, but
13 she is nationally renowned for how good she is
14 with the 21st-century library. She travels all
15 around the world for conferences and for meetings
16 and all that. So, I want to talk about the
17 experience that I had there.

18 As Benjamin Franklin said, when
19 libraries exist, the doors of wisdom are never
20 shut. If the goal of a high school is to prepare
21 our students for life through the pursuit of true
22 knowledge, then the heart of the high school must
23 be the library. In my school, the large glass
24 doors allowed visitors to see into the space; yet,
25 the back wall was not visible. It almost appeared

1 to go on forever.

2 No longer a place of shh. My high
3 school librarian, Doctor Joyce Valenza, created a
4 space that was alive with the excitement of new
5 ideas; a space where the mind could, indeed, go on
6 forever. The high school library is no longer a
7 place to spend a quiet study hall. It is the media
8 center. It's the heart beat. It's the place to
9 synthesize all the random facts thrown at you
10 throughout the day. The library is where knowledge
11 is applied and morphed into a student's own
12 creations. The library is the makerspace of the
13 mind.

14 The vast digital database was among the
15 first in a high school to connect us to real-time
16 information. Other schools had some staff members
17 creating wiki pages, they were up to date, but
18 Doctor Joyce Valenza implemented the cutting-edge
19 technologies that they had when I joined in.

20 Students at Springfield, in 2008, were
21 creating their own wiki spaces. They were creating
22 Prezis and they were leaving bland, old PowerPoint
23 presentations in the dust. Doctor Valenza's access
24 to numerous Gale databases allowed us to apply our
25 new knowledge to real-time information, and my high

1 school was really lucky about that. We had at
2 least 10 Gale databases alone, and she had a wiki
3 space of multiple others.

4 It was interesting to learn about the
5 electoral college, but it was more effective to be
6 able to watch live streaming and to be able to --
7 not really participate. We weren't old enough yet.
8 But to see the voter returns and do a real-time
9 electoral count. No longer were we left to wonder
10 if we would ever use what we were learning about.
11 We used our new knowledge every day in that
12 library.

13 It is her example that led me to believe
14 that a good high school librarian is more like a
15 GPS; helping students to find the information that
16 they need. As Alexandra K. Trenfor said, the best
17 teachers are those that show you where to look, but
18 don't tell you what to see.

19 With access to these databases, Doctor
20 Valenza did more than just leave the library doors
21 open. She took our hand, walked us in and showed
22 us how to navigate the vast digital information.
23 New technology brings new opportunities for our
24 students to engage in learning, but it's up to the
25 librarian to ensure that the technologies are

1 applied correctly.

2 One of the most important skills with
3 which our students can graduate is the ability to
4 research. Not only will college require it, but
5 life requires it. Whether we are buying a new car
6 or a new home, we all need to be able to research
7 and find relevant information quickly and
8 efficiently.

9 Doctor Valenza consistently reinforced
10 the need to check your sources. While the World
11 Wide Web has made access to information
12 instantaneous not all of that information is
13 qualified. The ability to identify quality of
14 information is a key component of quality research,
15 and Doctor Valenza's high school library ensured
16 each of us graduated with the ability to do just
17 that.

18 When I entered Springfield in 2008, the
19 social media was primarily the AIM page, where we
20 all decided what we would wear to ice skating on
21 Friday nights. Facebook was a thing for college
22 students to connect with possible roommates. The
23 idea of Twitter, Instagram, Periscope and Snapchat
24 was as foreign as self-driving cars. But in my
25 high school library, our librarian was already in

1 the digital age. She and it were light years ahead
2 of surrounding school districts.

3 It's important to remember that no high
4 school librarian, not even one as experienced and
5 proficient as Doctor Valenza, can exist in an
6 isolated world. Therefore, her participation in
7 and contribution to professional learning
8 communities reminds us all that it is from one
9 another where we get our best ideas from.

10 As social media exploded, so did Doctor
11 Valenza's presence in the library community.
12 Tweeting out new research and encouraging words
13 became a daily occurrence in Doctor Valenza's
14 library. Using her blog and her Facebook page, she
15 created go-to resources for high school librarians
16 across the country.

17 For example, at an author meet-and-
18 greet, I asked the author to sign a copy for Doctor
19 Joyce Valenza. It was a non-fiction book about the
20 KKK, and I wanted it in the library. So when I
21 said her name, she put her pen down. She looked up
22 at me and she said, into my eyes and said, you know
23 Joyce Valenza? I said, yeah. She was my high
24 school librarian. She went on to explain that she
25 had recently attended an author's conference where

1 Doctor Valenza's blog was a hot topic.

2 This story is relevant for two reasons.
3 First, because it is a shining example of the
4 well-deserved notoriety of my fantastic high school
5 librarian and my inspiration. Second, and most
6 importantly, because it was a book that was being
7 signed. All the media, all the databases and all
8 the technology can never and will never overtake
9 the heart and the soul of any library, which, at
10 its essence, is the written word, which kind of
11 goes back to the whole point of having a book.

12 While today's library is a media center,
13 a place to apply and to engage in real learning, it
14 is also a haven. In the library, we meet Emerson,
15 Thoreau--I said that right. Second-guessing
16 myself; shouldn't do that--Toni Morrison, J.K.
17 Rowling, Tolkien and Walter Dean Myers. We find
18 poetry and art. We can go behind the walls of the
19 building and get lost in pleasure of literature.

20 Doctor Valenza is most certainly a
21 21st-century librarian. Through social media,
22 access to high-value digital databases, real-time
23 information and the ever-changing landscape of
24 research, she affords her students every
25 opportunity to go further, to learn more and to be

1 able to find the answer no matter the question.
2 But she, like every great librarian, is at-heart a
3 person who loves words. She takes time to know her
4 students and, thus, is always ready with a
5 suggested read.

6 If our goal is to become proficient
7 writers, then we must be readers. Reading for
8 pleasure is one of my greatest joys. Doctor
9 Valenza would ask us about what we were reading.
10 She asked not to test our comprehension skills but
11 to engage in conversation about a great book. In
12 my mind, the only thing better than reading a great
13 book is talking about it with someone who loves it
14 just as much as I do.

15 High school can be rough enough. A
16 great high school library is a place where the road
17 is a little bit smoother. It's alive. It's
18 buzzing with activity. It's safe and it's silent.
19 It's loud and adventurous. It is a space without
20 boundary, a space without judgment. In the world
21 of high school, where the pressure can be great,
22 the library is the most essential place, where the
23 big world outside goes away and you enter the
24 beautiful world of words.

25 Sorry. I was really nervous.

1 MAJORITY CHAIRMAN SAYLOR: Megan, I
2 think Doctor Valenza would be very proud of you
3 today.

4 MISS MALONEY: Thank you.

5 MAJORITY CHAIRMAN SAYLOR: We'll have to
6 make sure she gets a copy of your testimony.

7 MISS MALONEY: Oh, yeah. Absolutely.
8 I'm gonna e-mail it to her after today.

9 MAJORITY CHAIRMAN SAYLOR: I'm sure
10 she's very proud of you today.

11 At this point, Representative Quigley.

12 REPRESENTATIVE QUIGLEY: Thank you, Mr.
13 Chairman.

14 Cathi, with the standardized testing
15 that's going on in Pennsylvania now, we hear a lot
16 of that from parents. What role does the library
17 have you seen play in preparing the students for
18 those tests, if any?

19 MS. FUHRMAN: Well, as Allison spoke
20 about the Model Curriculum. Our school library
21 curriculum, as are many in Pennsylvania who have
22 adopted the Model School Curriculum or used it at
23 least as a framework; because that, we touch a lot
24 of those ELA standards. I think she said 144, if I
25 remember correctly. Our curriculum is based on

1 that at Hempfield.

2 So, we are constantly bringing up using
3 text. For example, there's lots of standards that
4 talk about students being able to analyze the text,
5 looking for evidence. Because, when they get to
6 those standardized tests, they're reading a passage
7 and they have to go back into the text, find the
8 evidence in order to support whether it's to answer
9 questions or writing.

10 Obviously, with research, we support a
11 lot of the writing standards. A lot of the
12 standards, the 1.4 in the PA Core Standards with
13 writing, we do a lot of that with our students,
14 but, certainly, the reading standards as well.
15 And, of course, any of the biology standards or any
16 of the other types of standards. Because we cut
17 across all the content areas, we're able to help
18 provide and support the standards in that way and
19 certainly impact student achievement on those test
20 scores.

21 REPRESENTATIVE QUIGLEY: Okay.

22 And then, Megan, real quick. In your
23 time at Kutztown and as a library science major,
24 have you had the opportunity to do internships at
25 public school libraries or at -- Can you speak to

1 that; if you know of those opportunities?

2 MISS MALONEY: Specifically, public
3 school, I haven't -- public libraries, I have not.
4 But a public school, last semester I did a
5 professional semester, so I had two weeks there. I
6 was over in -- Her name was Jen. I was in -- I'm
7 nervous, so I'm blanking on the school name. But,
8 anyway.

9 So, I did two semesters there. And
10 then, over the summer, I -- My mom's really good
11 friend from when she taught is actually a Catholic
12 school elementary librarian. So I went to her
13 library for a little bit, and I'm constantly
14 talking to her about books and young adult
15 literature.

16 So, I don't have a lot of experience in
17 the process, but this semester I'm actually doing
18 my student teaching, so I'm about to get that
19 experience. And I've done observation hours, of
20 course. I've done a high school library
21 observation hour, a middle school and an elementary
22 school.

23 REPRESENTATIVE QUIGLEY: One last
24 question: Since you're probably the closest to
25 high school as anybody on the panel here --

1 MISS MALONEY: Yes.

2 REPRESENTATIVE QUIGLEY: -- what is the
3 -- As a generalization, your peers, do you think
4 they share the same appreciation of a high school
5 library, or what are your thoughts on that?

6 MISS MALONEY: I had a small high
7 school, so it was actually surprising how many
8 people did share it. I know that it was probably
9 about every --

10 During homeroom, we were allowed to
11 either sit in homeroom or we could go to the
12 library, and probably about half of every homeroom
13 would end up going and hanging out in the library.
14 I don't know if they quite share my passion for it,
15 but I never hear from my friends, from my
16 roommates, or my --

17 The people that I meet at school, they
18 think it's great that I'm going into library
19 science. They think it's exciting and it's
20 important, so I've never heard anything super
21 negative. No one's ever yet; no one's ever asked
22 me, oh, do we really still need them? Because,
23 right off the bat they know how much technology was
24 in their libraries. They know how much they relied
25 on them. So, I haven't -- Not as much passion as I

1 have, but they definitely enjoyed it.

2 MAJORITY CHAIRMAN SAYLOR:

3 Representative Tallman.

4 REPRESENTATIVE TALLMAN: First question
5 is for you, Megan. I'm going to drill into your
6 brain.

7 MISS MALONEY: Okay.

8 REPRESENTATIVE TALLMAN: You're
9 undergraduate. You must be a senior if you're
10 going to do student teaching this year.

11 MISS MALONEY: Yes; going into my senior
12 year.

13 REPRESENTATIVE TALLMAN: This is a
14 question that has -- I'm doing a lot of research,
15 particularly public libraries, but library funding
16 in general. We come to this description, which is,
17 A, a professional librarian versus a librarian.

18 So, in your classes as -- Are you going
19 to graduate with a library science degree? What is
20 your degree going to be? And I have a follow-up to
21 that.

22 MISS MALONEY: I specifically want to go
23 into it an elementary school librarian, so I'm in
24 the education track; obviously, because it's the
25 Education Committee. I'm in the education track,

1 and I'm a librarian. That's the degree, so it will
2 say on my certificate, librarian or certified
3 librarian.

4 REPRESENTATIVE TALLMAN: So you're
5 taking 30 credits, I'm assuming, or plus on library
6 science and then a certain number are pedagogy-
7 type credits. A public librarian, the public
8 libraries, and there may be some in your classes
9 that you share --

10 MISS MALONEY: There are. Um-hm.

11 REPRESENTATIVE TALLMAN: -- they don't
12 have -- I'm trying to discern what a professional
13 librarian is versus a librarian. And a librarian,
14 I would say, has a library science degree. Do you
15 know, at Kutztown, what --

16 MISS MALONEY: So, the differences are
17 -- I'm thinking specifically of my friend, Morgan.
18 She's in a public library and I am in education.
19 Freshman year, all the people in my year had the
20 same classes. It was all, this is how you -- We
21 had administrative classes. We had funding
22 classes. We all had archive classes.

23 But, towards the end of second semester,
24 sophomore and junior year, I started taking
25 education courses; whereas, they started taking

1 more business courses. They'll learn further into
2 administration, and they'll learn further into --
3 I've learned the basics so that I can run my
4 library, but the school that I'm in will be more in
5 charge of -- Like, I'll have a boss; whereas, if
6 you're a public librarian, you're your own boss.

7 So, like, the superintendents or the
8 principals, they'll be my bosses and they'll tell
9 me -- For the most part, like, I'll choose book
10 selection, hopefully. I want to be a part of that.
11 So, that's the difference. They'll do -- Towards
12 getting into their major courses, they'll take
13 business courses and I'll take education courses.

14 I don't know if that answers your
15 question.

16 MS. FUHRMAN: I can kind of help with
17 that, just because I'm in charge of hiring the
18 librarians in my district. So, the certification
19 process is much different.

20 So Megan is actually going to be a
21 certified Pennsylvania teacher. She'll take her
22 Praxis exams, and she will get a Pennsylvania
23 certificate to be a teacher. It will say library
24 science K-12; whereas, the other students in the
25 track that are not on the education track are just

1 going to come out with a bachelor's in library
2 science.

3 They will not be certified to teach.
4 They may not be an instructor. They won't have the
5 pedagogy behind the curriculum and developing
6 assessments and instructional strategies and, you
7 know, struggling learners and things like that.
8 They'll be able to go into a different sector, like
9 in, possibly, an academic library or a public
10 library or a special library, if that clears that
11 up at all.

12 MISS MALONEY: And the cool thing about
13 going into the education track is that, with my
14 education degree, I can go into anything. Like, if
15 I decide I don't want to be in a school, I can go
16 into a specialty library. I can go into a public
17 library.

18 With my degree, I'm able to branch out;
19 whereas, public librarians, if they graduate with
20 just the bachelor's of library science, they'll
21 have to go back to school to be a specialty
22 librarian. They'll have to go back to school to be
23 a teacher. So, that's just kind of a side note.

24 REPRESENTATIVE TALLMAN: Okay. You
25 answered that question. So, I have one other

1 question. This is gonna -- I didn't get a chance
2 to ask Doctor Randy this.

3 In his testimony he said, bring the
4 librarians up to par with other teachers. Maybe
5 Allison (sic) can help with this also. Are school
6 librarians thought to be a lower class? I'm not
7 sure what --

8 MISS MALONEY: I hope not.

9 REPRESENTATIVE TALLMAN: -- Doctor Randy
10 meant when he said that, but it's in his testimony.
11 So, I was a thorn in the flesh to most of my school
12 librarians, just to let you know, and Chairman
13 Saylor would agree to that. But, anyways, in the
14 sphere of respect--I'll use that term. I may not
15 even be correct--where does the librarian rank?
16 Doctor Randy said that's one of his goals, is to
17 bring librarians up to par.

18 MS. FURHMAN: I think it depends on the
19 school district and what the philosophy, what the
20 vision is, and maybe what background, and anybody
21 else can jump in if they want to.

22 In my district, we're not thought to be
23 sub-par, because I constantly advocate, obviously,
24 for a seat at the table for my school librarians
25 because they help lead professional development.

1 I've made sure that they are kept -- It's my job to
2 make sure that they're on the cutting edge. They
3 lead a lot. They're called upon to lead
4 professional development workshops.

5 But there's certainly, I know, in other
6 school districts, possibly, that, whether through
7 the vision of the district, the leadership, the
8 classroom teachers -- You know, there certainly are
9 situations, I am sure, where not everybody feels
10 the school librarian is on the same playing field,
11 same level, as the rest of the educators in the
12 building, but I'm sure that that's true, probably,
13 for other teachers who have special area teachers,
14 whether it be a phys ed teacher or an art teacher,
15 a music teacher, you know, and other teachers. So
16 I think it's just dependent upon the school
17 district.

18 MISS MALONEY: I also know, it depends
19 on -- it might depend on the grade or the -- yeah,
20 the grade level. Like, I know in the elementary
21 school that I'm doing student teaching in,
22 elementary school teachers love to get a break from
23 the kids. They love to shove the kids off so they
24 can have some quiet planning time.

25 And, in the meantime, they're in the

1 computer lab with us, the librarians. They're
2 reading books. They're doing library centers and
3 learning how to navigate the library. So, in that,
4 the teachers are planning; whereas, I was in -- I
5 was doing observation hours at a high school, and I
6 literally just kind of sat there the whole day. No
7 teachers came in to ask for help from the
8 librarian, and no one came in --

9 The students were there for maybe a
10 study hall or two, but they were off in the corner.
11 They didn't utilize the librarian there. And
12 that's nothing -- That's not quite saying that that
13 librarian was sub-par, but it's just that they
14 don't take advantage so much as they should have.

15 So, it depends on, like, the lower you
16 are, the more you rely on the librarian; whereas,
17 high school teachers, they kind of take on all the
18 responsibility themselves, so they don't really
19 rely on them and they might not think of them as
20 important.

21 MAJORITY CHAIRMAN SAYLOR: No other
22 question -- Oh, Representative Truitt.

23 REPRESENTATIVE TRUITT: Thank you, Mr.
24 Chairman.

25 Thank you, both, for your testimony.

1 I'm going to kind of go down the same road I went
2 down before. In both of your testimonies, kind of
3 what I was hearing was -- You know, some people
4 read for entertainment. Other people are reading
5 to learn. You're going into a library because you
6 love learning and you want to learn something.

7 How often would you say you find the
8 answer to your question or the information that
9 you're looking for inside the physical building
10 where you go to do that research?

11 MS. FUHRMAN: Well -- And just to go
12 back to your question from before, Representative
13 Truitt, also. The balance between print and
14 non-printed and when the answer is available online
15 and, again, we've talked a lot about how do we
16 instruct students on how to navigate all that.

17 There are times that, sometimes it is,
18 print is the answer; that there is print text.
19 Some of that goes back to -- And this is why you
20 need a school librarian to curate all this and be
21 the expert in knowing where the resources are.

22 We have instances where I can't get the
23 answer electronically. We have some databases that
24 I've -- we've purchased the rights to electronic
25 resources, and when the students go in to find an

1 article on a literature criticism of, say, Ernest
2 Hemingway, and the critic wrote it, and it's an
3 excellent article the student needs for his term
4 paper, it might have been published back in the
5 early '70's.

6 When they go to the online tool, there's
7 a big white space that says, text is not available
8 online. Luckily, I still have the print still
9 sitting in my reference section in the high school
10 because the digital rights have not been released
11 or that particular vendor cannot get the digital
12 rights to that text. There's lots of text out
13 there that is not digital.

14 It was just a few years ago that Harper
15 Lee released, and the descendants of Harper Lee
16 released, the rights for "To Kill A Mocking Bird"
17 to be digital. Up until that time, we could not
18 purchase "To Kill A Mocking Bird" as an ebook
19 because they had not released the rights.

20 So, there's a lot of navigating with
21 that; what is print, what is non-print, what should
22 we buy in ebooks, what shouldn't we. Luckily, I
23 don't have 500 teachers making all those decisions
24 in my district, because it would be the Wild West.
25 There would be so many different access points and

1 portals.

2 Whereas, as a department and as a
3 district supervisor, my librarians are able to --
4 What are the licensing rights? It's very
5 complicated. E-rights are extremely complicated;
6 between unlimited access, when you buy unlimited
7 access, when do you buy single-user licenses. Some
8 of them are metered. Some are 24 months; you know,
9 26 checkouts. I mean, it's very complicated.

10 And so, sometimes we still buy the print
11 books because we know we're going to do a small
12 group, and we're gonna have -- the reading teacher
13 is gonna have, say, 10 students reading the same
14 book at the same time. And other times we say, oh,
15 no, let's get this many ebooks, and this is how
16 we'll use them because they have the devices,
17 because they don't have the devices; whatever the
18 case may be.

19 So you really need that certified school
20 librarian that's able to understand what is and
21 what isn't available, because you could go looking
22 for something electronically and not find it. So
23 now you have to know where you're going to get it
24 in print and how am I going to access it.

25 I still borrow articles. I have to

1 borrow articles from other libraries, and I borrow
2 books from our Access Pennsylvania database
3 constantly still in our school district. We share
4 out with Access PA still because it isn't available
5 electronically. I've got to get it in print. So,
6 you have to have somebody that knows how to do
7 that.

8 MISS MALONEY: I think that print, in
9 general, -- Okay. So, cataloguing was rough for
10 me. I took it sophomore year, second semester, I
11 think. It was rough. I got it, eventually. But,
12 you can't read that stuff on the Internet.

13 Like, you have to look -- I was able to
14 look in my text book and do it. Like, I had to use
15 the print book for it. I don't know if it's just
16 numbers in general that made it rough, but there's
17 something about --

18 And so many of my professors don't let
19 us have our laptops to take notes. They don't let
20 us use our cell phones to take pictures of the
21 slides because -- They start out with, studies show
22 print books and reading and writing, as opposed to
23 using technology, it helps people absorb the
24 information better than staring at the screen for
25 an hour and a half or 45 minutes; whenever the

1 class is. So, in cataloguing --

2 I'm not sure if I'm answering your
3 question completely, but --

4 REPRESENTATIVE TRUITT: You are.

5 MISS MALONEY: The print resources are
6 so much more important, especially textbook-wise.
7 Like, it's easier to read the information and then
8 write it down and then maybe type it up later for
9 organization purposes. I don't know. But,
10 especially with textbooks and in the education
11 building, the print resources are easier to help us
12 absorb the information.

13 REPRESENTATIVE TRUITT: Obviously,
14 everybody has a different learning style, so I can
15 understand where you're coming from there. So,
16 thank you.

17 Thank you, Mr. Chairman.

18 MAJORITY CHAIRMAN SAYLOR: Megan and
19 Cathi, I want to thank both of you for testifying,
20 as well as the rest of the testifiers today.

21 But I will tell you, and I think
22 Representative Truitt just said it, is, so many
23 people have different ways of learning, and we've
24 learned that, and people's abilities. I think
25 that's --

1 From my point of view, I know how I feel
2 at the end of the day after working and wanting to
3 read or even needing, sometimes, to read the state
4 budget. I need to see it in print rather than on
5 the screen. After a while, the screen just wears
6 you out.

7 I get more tired -- And I worked
8 construction and owned a construction company for
9 many years. In this job, because of the amount of
10 reading I do on a computer, some days I feel more
11 tired than I did when I was doing heavy physical
12 labor, simply because of the demand of the digital
13 world today.

14 I think we need to keep in mind as
15 politicians, but also as citizens and taxpayers,
16 the importance of libraries to our children but to
17 us as adults. I was talking to Doctor Rogers
18 earlier today that I do -- When I go on vacation, I
19 don't usually take books with me anymore because
20 I'm so tired of reading just the stuff that we, as
21 legislators, have to read. But, I need to get
22 back.

23 I know I'm building my own library a
24 little bit up to read when I retire. Because, to
25 me, I sometimes feel, because of being a legislator

1 and I read all this political and this budget and
2 the state and federal issues, I've really dumbbed
3 myself down, I feel.

4 (Laughter).

5 MAJORITY CHAIRMAN SAYLOR: Members are
6 not allowed to comment on that. But, really. I
7 mean, we read so much -- We read so much of the
8 technical things that we forget how to even,
9 sometimes, speak to our average taxpayers, and
10 that's what comes from pleasure reading and the
11 importance of understanding where to go for those
12 kind of things.

13 I really want to thank all the
14 testifiers today. Megan, you added a special touch
15 today, so I want to thank for your touch. You were
16 nervous --

17 MISS MALONEY: I was very nervous.

18 MAJORITY CHAIRMAN SAYLOR: -- but you
19 did a fantastic job. You did a fantastic job.

20 MISS MALONEY: This is a great
21 opportunity, but it's very intimidating.

22 MAJORITY CHAIRMAN SAYLOR: And I would
23 ask anybody in the audience today, as well as those
24 who have testified, if you have recommendations for
25 the Education Committee and members of the General

1 Assembly and how we can do better with supporting
2 our libraries and making sure that our children
3 have a better reading program or reading
4 opportunities, because we know we have very diverse
5 communities, from poor to wealthy.

6 But, again, Internet access is not in
7 every community or, at least not affordable in
8 every community for everybody. So, I welcome any
9 input and letters and papers; anything that you
10 have that would help our committee and the General
11 Assembly move forward with supporting reading in
12 Pennsylvania.

13 Thank you very much.

14 MISS MALONEY: Thank you.

15 MAJORITY CHAIRMAN SAYLOR: This hearing
16 is adjourned.

17 (At 12:08 p.m., the hearing concluded).

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C E R T I F I C A T E

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