



Read your way to success

*How to choose and use
articles for presentations*

BY JOAN RICHARDSON

Chuckling at a Dilbert cartoon or reading a thought-provoking article seems to be part of virtually every professional development workshop, presentation, or course.

Staff developers use the written work of others because it provides a common language and a common reference point for all participants. Typically, the articles have been written by experts in the field who have captured in writing some of the essential points that the presenters want to build on in their work with educators.

And the cartoons? Often that picture and a single line of text beneath it are worth a thousand words.

Successfully using an article as part of a staff development process begins by selecting the appropriate article, obtaining permission for its use, and choosing a strategy for sharing it with a group.

FINDING THE RIGHT STUFF

Establishing a reliable system for filing and retrieving articles is essential if you want valuable resources available

for your work.

Just a couple of tips gleaned from the NSDC staff:

If focusing on professional development is a regular part of your work, create a set of 12 files that have the same labels as the 12 standards. As you read, drop relevant articles

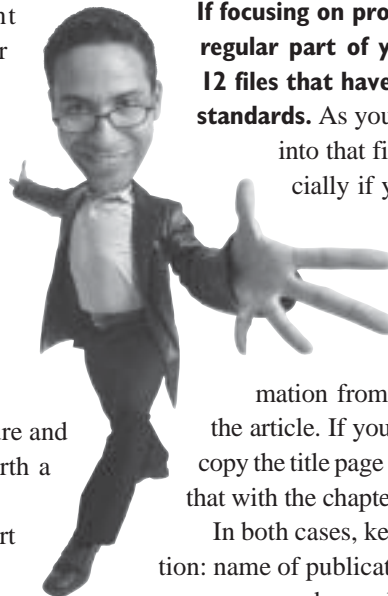
into that file. When you do this (especially if you found something that is

not in a publication that you read regularly) copy the page that contains the publication's copyright information or record information

from that page and keep it with the article. If you're copying a book chapter, copy the title page and copyright page and keep that with the chapter.

In both cases, keep a record of this information: name of publication, date, volume and issue number, publisher or organization publishing the magazine or newsletter; contact information for the publisher or organization. That will ensure that you have the necessary contact information if you decide to seek permission for copying or reprinting.

In addition to those files, create a second set of files for strategies that you want



**Adding a cartoon
or thought-
provoking article
can enliven a
workshop or
presentation**

Continued on Page 2

Read your way to success

Continued from Page One

to encourage your staff to use — such as examining student work, journaling, book studies, walk throughs, action research — and leave yourself notes, articles, and activities relevant to each of those strategies.

If you attend a workshop or conference and discover something that might be useful later, note the presenter's name, date of the presentation, and name and location of the conference or workshop. Staple the presenter's business card to the top of any presentation material. (Presenters can aid in this by including the original sources of the information on any written material they distribute.) Copy selected articles or tools and file them in the appropriate topic files with a notation about where you received this material.

Assemble all materials from one conference or one workshop into a single binder. Label the binder with the name, location, and date of the conference or workshop. Copy selected articles or tools and file them in the appropriate topic files with a notation about where you obtained this material.

Keep a running list on your computer of articles that you have copied and filed away. If you maintain an alphabetical list, you can quickly scan and locate specific articles. You also can keep a record for yourself of who received a particular article and for what purpose. For example:

Sparks, Dennis. "Conversations that make the case for professional learning," *Results*, Sept. 2002. Dialogue. Sent Suzanne 10/27/02, coaching conversation.

Most software provides you with a quick search function so even locating items in an un-alphabetized list is relatively simple.

If your personal files don't have what you want, web searches often can turn up a wealth of resources. How-

ever, be cautious about what you discover on the web. Remember that anyone can publish something on the Internet, regardless of quality or authority. As a rule, don't use anything you find on the web unless the author and publication is identified or you are able to contact and verify its authorship.

For articles regarding staff development issues, the NSDC Online Library ought to be one of your first stops.

The Online Library (www.nsdco.org/library.htm), which is open to the public, contains hundreds of articles published in NSDC publications (*Tools for Schools*, *Results* and *JSD*) during the last five years.

The library has 94 categories which contain both NSDC articles and links that will take you to other valuable web resources. In addition, the Online Library includes an extensive bibliography of articles and books relevant to professional development.

Comprehensive members of NSDC have access to a private area of the web site that contains every article published in an NSDC publication during the last five years. A search function is available to help locate specific articles.

The NSDC web site also includes bibliographies developed during the organization's work on the NSDC Standards for Staff Development (www.nsdco.org/standards.htm). Where possible, these bibliographies contain links to online sources for the citations.

In addition to NSDC, become familiar with the ERIC database (www.askeric.org/Eric/) which offers extensive access to relevant materials, both online and only available by hard copy. ERIC offers a

search function to aid in locating relevant and credible articles from its database of more than 1 million abstracts of documents and journal articles on education research and practice.

Finally, if you are interested in something lighter to use in your work, consider using a cartoon to enliven a presentation or spark a discussion. Several of the larger cartoon syndicates offer search services to locate appropriate cartoons. Information about such services are typically available on their web sites. (See Page 7 for more information.)

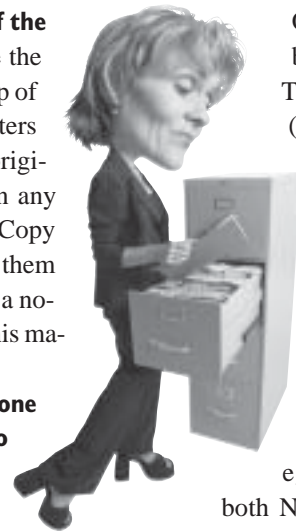
SEEKING PERMISSION

Once you've identified the article, cartoon, or book chapter for your presentation or workshop, the next step is seeking permission to use that material. (See Page 3 for a sample permission request form.)

You should expect that almost any article, book chapter, cartoon, or piece of music or video that a staff developer might use in a presentation is protected by copyright. That means the author or publisher owns the right to the expression of the ideas in that article, book chapter, cartoon, piece of music or video.

For example, the National Staff Development Council holds the copyright on every issue of *Tools for Schools*, *Results*, and *JSD* and establishes its own policies for determining who is allowed to copy and reprint those articles, under what circumstances, and for what fees.

If the article, cartoon, or book chapter has been copyrighted, it is essential that you seek permission from the publisher before proceeding. Although educators have wide latitude in using materials for educational purposes, copying articles or a major portion of a publication in order to avoid buying the publication is not considered a "fair use." Most educational organizations (including NSDC) respond within about two weeks to permission requests, but you should allow at least a month or more to receive a response from a non-education organization.



Establish a reliable system for filing and retrieving articles

Asking Permission

Seeking permission from the owner of a copyrighted work is an essential part of using an article in a publication or making copies to use in a workshop. Books, articles in magazines, cartoons, music, and videos are all materials that can be protected by copyright.

Your school district or organization may have a standard form for seeking permission to use copyrighted material. If it does not have such a form, ensure that you provide the following information in the letter you send to the publisher.

Who is the person or organization seeking permission?

Name _____

Title _____

Organization _____

(If you are a nonprofit organization or school district, identify yourself as such.)

What article do you want to use?

Title of the article _____

Author of the article _____

Name of the publication _____

ISSN number for the magazine or newsletter; the ISBN number for a book.*

Date and/or volume and issue number of that publication _____

Pages on which the article appeared _____

How do you want to use the article?

- Do you want to copy the article for distribution at a workshop? Yes No
 - If yes, how many participants will be at the workshop?
 - Will they pay to attend the workshop?
- Do you want to reprint the article in another publication? Yes No
 - If yes, what is the name of that publication and who receives it?
- Do you want to post the article on a web site or distribute it in any electronic form (via list serv, CD-ROM)?
- When will these workshops or publications occur? Or when will this publication occur?
- Do you want to change the article in any way for use in this workshop or publication? If yes, attach a copy that shows the changes you want approval to make.

** If a publication is mailed, this number must be printed along with postal information within the first or last five pages of the publication under the name of the publication. For books, this number appears on one of the first pages that contains the copyright information.*

Rules of the road

Rule #1

Always seek permission in writing.

Rule #2

Always get a response in writing.

Rule #3

Plan ahead. Some publishers suggest allowing as much as six weeks for a response. (NSDC promises a response within two weeks.) Waiting until the last minute virtually assures that you will not receive the permission you need in time for the use you intended.

Rule #4

Be prepared to pay fees to use copyrighted material. Although school districts and non-profit organizations often get permission to use copyrighted material free of charge, do not assume that will be the case. Publishers of written material are not obligated to provide you with free use of their work even if you are a member of the organization that created it. Your membership in an organization entitles you to the copy of the magazine or newsletter that you received; it does not entitle you to copy that article to share with others.

Rule #5

If you are asked to pay fees, pay them promptly. Failing to do so could diminish your chances of receiving future permission from the publisher.

Carousel Brainstorm

Purpose: Carousel brainstorming allows participants to share ideas and build a set of common questions and assumptions before they begin to read.

Materials: Poster paper, markers.

Time: 30 to 60 minutes.

Directions for the facilitator

1. Identify key questions or issues regarding the topic that the group will be reading about later.
2. Write the questions or issues on poster paper and post them around the meeting room.
3. Divide the group into smaller groups to match the number of questions you have created. Give each group a different color of marker.
4. Invite groups to move from question to question in round-robin or carousel fashion. At each question, participants should pause and brainstorm responses or points they want to make about the posted question. Using their markers, they should write those responses of questions on the poster paper. Time: 2 to 3 minutes per question.
5. Signal the end of each brainstorming period and move groups to the next question.
6. After each group has visited each question, invite each group to report out and summarize the responses for a single question. The goal will be to write a single summary statement or question to guide the group.
7. Distribute the article. Select the most appropriate process for reading the article and sharing what the group learns from its reading.

Plan a 30-second speech

After participants finish reading an article, invite them to pause and plan a 30-second speech about what they learned from this article. What new discovery did they have? What challenged an old assumption?

Give them about two minutes to “write” this speech.

At the end of that time, invite them to pair up with another participant.

Have participants volunteer to be either “blue” or “red.”

Invite the “blue” participants to deliver their speech first.

At the end of 30 seconds, invite the “red” participants to give their speeches to their partners.

Magnetic Questions

Purpose: This enables teachers to identify key issues and underlying assumptions before they read. This is best used by a large group that will be reading a lengthy article or book together or viewing a videotape.

Materials: Poster paper, markers.

Time: 30 to 60 minutes.

Directions for the facilitator

1. Before the group gathers, write several key questions related to the reading or video. The facilitator should strive for provocative, thought-provoking questions. Write the questions on poster paper and post around the room.
2. After introducing the topic, invite participants to read the questions and choose one that appeals to or angers them.
3. Invite participants to stand by their chosen question.
4. Invite these small voluntary groups to talk with each other about what they find intriguing or important about the question.
5. After participants have talked about the questions, invite each group to report out or invite participants to individually speak up about what they discussed.
6. Capture on poster paper the big ideas that are raised by this group discussion. These questions can be used to guide the group's discussion again after the group has finished its reading or viewing activity.

Save the last word for me

Have an entire group read the same article silently.

If the group is large, break down the larger group into smaller groups of 5 to 6 participants for this discussion.

Invite one participant in each group to begin by selecting one idea that they most want to share with others. There should be no dialogue during this sharing. Time: 2 to 3 minutes.

In a round-robin fashion, the next person suggests another idea. Again, no dialogue during this sharing. Time: 2 to 3 minutes.

Continue this until every participant has had an opportunity to talk. If time remains, begin a second round of sharing.

Jigsaw Readings

Purpose: The jigsaw enables a group to read a lengthy article quickly. However, the facilitator must prepare ahead of time by dividing the article into appropriate sections. You can adapt the process depending on the number of participants, the size of your reading, or the next steps you need to take.

Materials: Sufficient copies of the article that you want participants to read.

Time: Varies, depending on the reading material. Maximum: 60 minutes.

Directions to the facilitator

1. Divide the article or book chapter into smaller pieces.
2. Ensure that the number of short reading selections matches the number of small reading groups. (*Depending on the size of your group, you may want to have one individual read each section.*)
3. Assign a short reading to each small group and have the groups read their assigned selections. (Another option: Count off by the number of passages you have selected and assign the readings in that fashion.)
4. Gather together the individuals who read the same passages, and allow them time to discuss what they read and to share their ideas and insights. Depending on how you want to synthesize the material, you may want to ask them to identify three to five key ideas to report to the larger group.
5. Bring the larger group together and have each team report on what they learned, allowing time for questions.

Note: This activity can be adapted to be used during a pre-meeting or “homework” assignment for a group.

Become an expert

This works best when a facilitator has several longer articles that he/she wants participants to be familiar with before arriving. This also works during a multi-day workshop or class when the facilitator wants to assign “homework” for the participants.

Articles are distributed in advance of the meeting and participants are asked to read and come prepared to “be the expert” on their assigned reading.

When they arrive, sort the participants into groups that include individuals who have read different articles. In a round-robin fashion, each participant should spend two to three minutes sharing what he or she has learned from the reading.

Where to get permission for books and articles

For an article or book published by the National Staff Development Council

Joan Richardson, 1128 Nottingham Road, Grosse Pointe Park, MI 48230
Fax: (313) 824-5062

Permissions policy is posted at www.nsd.org/permissions.html
 Allow two weeks for a response. NSDC does not grant permission to post articles on web sites but routinely approves requests by school districts to copy single articles. Some requests are deferred to the Copyright Clearance Center.

For an article or book published by Association for Supervision and Curriculum Development (ASCD)

Christine Richards, Permissions Coordinator, 1703 N. Beauregard St., Alexandria, VA 22311-1714.
Fax: (703) 575-5403

Allow two weeks for a response. ASCD does not grant permission to post articles on web sites. Some requests are deferred to the Copyright Clearance Center. A lengthy schedule of fees and policies is posted at www.ascd.org/duplication.html. A permissions request form is available at www.ascd.org/permissions.html.

For an article published in Phi Delta Kappan

Terri Hampton, P.O. Box 789, Bloomington, IN 47402
Fax: (812) 339-0018
E-mail: kappan@pdkintl.org

Allow one week for a response. All requests are handled by PDK staff. Routinely approves requests from nonprofit educational organizations seeking to copy articles from *Kappan*.

For a book published by Jossey-Bass or Wiley

John Wiley & Sons, Permissions Dept., 111 River St., Hoboken, NJ 07030
Fax: (201) 748-6008

A form that can be e-mailed, faxed, or mailed is available at www.josseybass.com/cda/sec/0,,152,00.html.
 Allow two weeks for a response to a request to copy material and up to four weeks to reprint material.

For a book published by Corwin Press

2455 Teller Road, Thousands Oaks, CA 91320
Fax: (805) 499-5323

A form that can be e-mailed, faxed or mailed is available at www.corwinpress.com/author_permission.htm
 Allow two weeks for a response.

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BACK COPIES

Members may order back copies of *Tools For Schools* at the following rates. Non-member rates are higher.

1-25 copies: \$2 each.
26-49 copies: \$1.40 each.
50-100 copies: \$1.25 each.
100+ copies: \$1 each.

To order, contact NSDC's main business office.

Postmaster: Send address changes to the National Staff Development Council, PO Box 240, Oxford, OH 45056.

Where to get permission for cartoons

Identifying who owns copyright to a cartoon is crucial. Newspapers that print cartoons do not hold the copyright to most cartoons so they cannot grant permission for their use.

The name of the syndicate that owns the cartoon is typically printed in small type along one edge of the cartoon. If you're uncertain who holds the copyright or how to contact the owner, call the newspaper in which the cartoon appeared and speak to the editor of the comics page. The editor should be able to help you identify the copyright owner and provide contact information.

Expect to pay a fee to use any cartoon. The amount of the fee depends on several factors, including whether the cartoon is being used for a profit or non-profit purpose, used in a workshop or being reprinted in a publication, and the number of individuals who will view the cartoon.

For a cartoon syndicated by Tribune Media Services

Kudzu, Mother Goose & Grimm, Shoe, and more

435 N. Michigan Ave., Suite 1500, Chicago, IL 60611

Attn: Reprint Permissions Dept.

Fax: (312) 222-2581

A form that can be e-mailed, faxed or mailed is available at www.tmsreprints.com/order.pdf.

For a cartoon syndicated by United Media

Dilbert, Peanuts, Marmaduke, and more

200 Madison Ave., 4th floor, New York, NY 10016

Fax: (212) 293-8600

E-mail: mpeters@unitedmedia.com

Allow two weeks for a response. A form that can be e-mailed, faxed or mailed is available at www.unitedmedia.com/uminfo/um_faq.html#e

For a cartoon syndicated by Andrews McMeel Universal and Universal Press Syndicate

Doonesbury, The Far Side, Calvin & Hobbes, Ziggy, and more

4520 Main St., Kansas City, MO 64111-7701

Fax: (816) 932-6615.

E-mail: universalreprints@amuniversal.com

A form that can be e-mailed, faxed or mailed is available at www.amuniversal.com/ups/permissions/index.htm. Select the Reprint Request Form.

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