



COURSE SYLLABUS
IS 551: School Library Media Centers
Fall 2016

Last revised 08/10/16

Course Sections: 001 (CRN 45137) and 002 (CRN 45138), combined online
Meeting Time and Place: Thursdays, 6:30 – 9:10 p.m., Cyberspace!
Course Credit Hours: 3 Graduate Hours

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COURSE DESCRIPTION/VALUE PROPOSITION

This course will explore “planning, implementing, and evaluating school library media programs; curricular involvement; the role of technology; and relationships with district and state services.” (SIS *Graduate Student Handbook*)

We will consider the challenges facing school librarian media centers and information specialists in light of technology changes, the role of the school librarian in student achievement, and the needs of a diverse student population.

This course is both practical and conceptual and builds on prior coursework as well as new concepts presented in class. Students taking this class will apply what they’ve learned to real-life situations, and leave the class with a better understanding of themselves as teacher-librarians and the role they should play in their schools. This course will help them get jobs as school librarians and, within limits, let them hit the ground running on their first professional day at school.

STUDENT LEARNING OUTCOMES

You will be able to:

- Identify the principles for managing a successful school library in the 21st century and develop a working management philosophy.
- Apply AASL Standards for the 21st Century Learner and Common Core State Standards to instruction in the school library media center.
- Articulate the roles and responsibilities of a school librarian, with a focus on school leadership, and translate that knowledge to practice.
- Discuss school governance and the school library program’s relationships with district, state, and national services.

- Identify and solve management problems.
- Discuss the value of information literacy and create skill-building opportunities for students, teachers, and administration.
- Explore the role of technology in managing a school library.
- Articulate and evaluate the various components of a successful school library program.

LEARNING ENVIRONMENT

Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other's thoughts and process, and everyone's voice and experiences are important.

My approach to teaching is based on Malcolm Knowles' view of adults as learners, and on John Dewey's ideas about active (versus passive) learning. You are self-directed, purposeful learners, who learn best when you can build on your own personal experiences. You like to be involved in the construction of your learning experience. What this means for us is that I am looking for active participation to create a collaborative learning community, where we co-create value. Even though you may be new to working with youth in a professional capacity, as an adult you bring knowledge and experience that can enrich our class when shared appropriately.

You are also a selfless learner, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, ask when others are silent.

There are several different kinds of learning activities in this class, such as homework, assignments, class preparation, and in-class activities. In class activities will include group work, polls or surveys, presentations, lectures, etc. Graduate students can realistically expect to spend three hours outside of class for each hour of in-class time.

Instruction techniques include live and pre-recorded lectures, peer-to-peer teaching through presentations and collaborative projects, practitioner panels and consultation, observations in schools, personal reflections through blogs and forum postings. Class sessions are 2 hours and 40 minutes long, including a 10-15 minute break.

TEXTS FOR THE COURSE

Required:

- AASL. 2009. *Standards for the 21st-Century Learner in Action*. Chicago: American Association of School Librarians (AASL). This will be referred to hereinafter as "Standards."
- AASL. 2009. *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: American Association for School Librarians (AASL). This will be referred to hereinafter as "EL."
- Butler, Rebecca P. 2015. *School Libraries 3.0: Principles and Practices for the Digital Age*. Lanham, MD: Rowman & Littlefield. This is referred to hereinafter as "Butler."

*Assigned readings – unless they appear in a required text or indicated otherwise – are on our class **Blackboard** (hereafter **Bb**) space. Students are encouraged to browse professional literature related to school libraries and share resources during class discussions and on Bb.*

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

This is an online synchronous class that requires you to be comfortable with different technologies, including Online@UT (Blackboard Learn, Zoom), the Internet and World Wide Web, word processing, presentation and spreadsheet software, and some social media applications such as wikis, blogs, and podcasting. There are campus resources to support your use of technology (see list below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed. For example, one of the most often overlooked technical requirements is your Internet connection speed. Try to have the fastest Internet connection available in your area.

For additional information or support:

- Technology at SIS – www.sis.utk.edu/sis-technology
 - For online support during class, scroll down the page until you see the section entitled, “Real Time, Live Class Meetings Using ZOOM”
- UT Office of Information Technology: <https://oit.utk.edu/Pages/default.aspx>
 - There’s a link to the OIT HelpDesk on the upper left side of the page.

Each semester there are “Test Flights” where you can join an informal Zoom session to test your equipment and connections prior to the start of class. These sessions are announced on the UTKSIS-L listserv (UTKSIS-L@LISTSERV.UTK.EDU) and at the LiveOnline@UT site (<https://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx>).

COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS

Methods of Documentation for Assignments

Information Science is a multi- and inter-disciplinary field and you will encounter many citation styles – both as lifelong learners and as authors – including APA, MLA, and the Chicago Manual of Style. For that reason, as long as you are consistent in how you apply your choice, you may choose any major citation system.

In general, your essays and papers should be double-spaced, paginated (insert page numbers), with 1” margins, in 12-point type. Title pages are optional, but your papers should always have a title – even if you simply restate the assignment name.

Bibliographies/reference lists should be present when needed. In every case you should put your name on everything you turn in for class.

Penalty for Late Work

Except by **prior agreement**, 1 point per business day may be deducted for written or oral work not submitted by class time the day due. “**Prior arrangement**” means at least 24 hours prior to the original time scheduled for the presentation or assignment.

Active Class Participation

You must do more than show up for class. You will be present and engaged during and after class; start and contribute to posts on Blackboard, or bring related materials to the attention of the instructor or your fellow students. Blackboard contributions should show original thought and initiative, not simply agreement or endorsement. Interact with each other as much as you do with me so that we can create a learning **community**. Quality of contribution is much more important than quantity.

Assessment and Evaluation

There will be a variety of assessments used in this class, both formative (along the way, usually ungraded), and summative (at the end of class, usually graded). The assessments will include but not be limited to feedback during class, required blog/forum posts, presentations, observations and reflections, and various other assignments that are described in detail on our Bb class space.

All assignments receive a point value, and a perfect score on all assignments adds up to 100 points. The University mandates a particular grading scale (see http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grades_Credit_Hours_and_Grade_Point_Average) for graduate students, and the scale below is what I use to convert our point values to letter grades. For individual assignments, divide the points you earned by the total points possible for the assignment and then multiply that number by 100 and round it to the nearest whole number. For example, if you earned 13 points for a 15-point assignment, your letter grade would be $13/15 = .87 \times 100 = 87$, or a B+.

Converting Points to a Letter Grade

A	93 – 100 points	Superior performance Well-written; well-organized
B+	85 – 92 points	Better than satisfactory Well-written; well-organized
B	80 to 84 points	Satisfactory performance Well-written; traceable line of thinking
C+	75 to 79 points	Less than satisfactory Unclear or confusing writing; disorganized
C	70 to 74 points	Performance well below the standard expected
D	60 to 69 points	Clearly unsatisfactory
F	0 points	Extremely unsatisfactory

You are welcome to discuss your evaluations with me. You must wait 24 hours after receiving the grade to contact me, and you must present a reasoned argument and/or valid documentation for why you believe you have earned a different grade. I reserve the right to make the final decision.

Note on “Incompletes”

Based on University of Tennessee and SIS policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the

instructor. An “F” is submitted for students who simply disappear without contacting the instructor and without completing the required form. More information is available at http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade_of_Incomplete.

HOW TO BE SUCCESSFUL IN THIS CLASS

Be present, be intellectually curious, ask and answer questions, and engage equally with your peers and with me.

UNIVERSITY POLICIES

Class Attendance Policy

Students are expected to attend class each week and be fully prepared to *actively* participate. Please try to notify me in advance if you need to miss class. If you do miss class, be sure to listen to the archived lecture/discussion and let me know if you have questions.

Class Cancellation

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for e-mail announcements via **Bb**. More information about the School’s cancellation policy is available at www.sis.utk.edu/courses/guidelines.

Academic Honesty

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses. Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.

Each student's work must be the product of his/her own study and/or research, not a joint effort of any sort unless previously approved. (See also the Graduate School Catalog, “Academic Honesty,”

http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic_Honesty).

COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see www.cci.utk.edu/diversity-statement.

STUDENTS WITH SPECIAL NEEDS

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. The full address for ODS is 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: ods@utk.edu.

Student Support

Each student should be aware that he/she has a web of available support services at UTK, starting with me (course instructor), your advisor, and the SIS administration. For more information, see the SIS “Course Wellness” guidelines at www.sis.utk.edu/courses/guidelines.

Hodges Library’s Information Sciences Page

- Information Science LibGuide (library guide) – <http://libguides.utk.edu/infosci>
- Our Information Sciences librarian is Margaret Casado, <http://libguides.utk.edu/profile.php?uid=15558>

I reserve the right to revise, alter and/or amend this syllabus, as necessary. We will normally discuss any changes in class ahead of time, but students will always be notified in writing and/or by email of any such revisions, alternations and/or amendments.

University of Tennessee Information

UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:

<http://civility.utk.edu/>

ACADEMIC INTEGRITY

"An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

EMERGENCY ALERT SYSTEM

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines

DISABILITIES THAT CONSTRAIN LEARNING

"Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

KEY RESOURCES FOR STUDENTS:

- Undergraduate Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=2>
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: https://bannerssb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)

Assignment Summary

Note: Assignments are due BEFORE the start of class.

Assignment	Points
Topical Bb Discussions: 1. Assessment 2. Classroom Management Strategies 3. Blog and Technology Evaluations 4. Reading Promotion	20 points total
21 st Century Learning Standards Project	20 points
Collection Development Project	15 points
School Library observations (3) and peer reflections	15 points total
Grant Proposal	10 points
Lesson Presentation	20 points

Weekly Schedule for Fall 2016

August 18 (Meeting 1) – Course Introduction & Role of the Teacher Librarian

- Course and student expectations
- The educational term “best practices”
- Our common beliefs/AASL

Read for Today

- Ch 1 in Butler
- Ch 1 in EL
- Howard, Jody. 2010. “The Teacher-Librarian as a Curriculum Leader,” in Coatney, Sharon, ed. *The Many Faces of School Library Leadership*. Santa Barbara, CA: Libraries Unlimited.
- Levitov, Deb. 2010, “The School Librarian as an Advocacy Leader,” in Coatney, Sharon, ed. *The Many Faces of School Library Leadership*. Santa Barbara, CA: Libraries Unlimited.

Due today – Blackboard Post – Biography and Beliefs Statement

- BEFORE CLASS
 - Introduce yourself on the “Introductions” Blackboard (Bb) forum and answer the prompts for the statement of your beliefs related to librarianship.
 - Look over the syllabus and weekly schedule and bring your questions with you

August 25 (Meeting 2) – Literacy & Learning

- Partnerships for information literacy
- Functions of the SLMC
- How students learn
- Programmatic Assessment

Read for today

- Ch 6 and 7 in Butler
- Ch 2 in EL
- Ch 1 in Standards

Browse for class today

- What does a good library tell you about your school? – <http://doug-johnson.squarespace.com/blue-skunk-blog/2010/1/24/what-does-a-good-library-tell-you-about-a-school.html>
- Partnerships for the 21st Century Skills – www.p21.org

DUE today

- Post *at least* one learning assessment strategy; see “Assessment” Bb forum for details.

September 1 – NO CLASS, Administrative Closing Day

September 8 (Meeting 3) – Classroom Management; Learning Assessment Guest Speaker

Read for today

- Ch 8 and 11 in Butler
- Ch 1-6 in Standards
- “Introduction” and “Anchor Standards” sections of the Common Core State Standards (CCSS) – English Language Arts Standards, Kindergarten-Grade 12, at www.corestandards.org/ELA-Literacy

Research for today

- Classroom management strategies (i.e. effective discipline, positive and negative). What key words will you use to find this material? What sources will you consult? Think about who would be likely to either discuss this type of content or mandate this type of thing?

DUE today

- Post your chosen grade level, standard, skills indicator and benchmarks you will use to develop your Action Plan.
- Post 3 classroom management strategies
- Now that you’ve read both the AASL Standards for the 21st Century Learner and the Introduction to the ELA (English-Language Arts) section of the CCSS, do you have any questions? Did it all make sense? Post any questions or concerns you have after reading these standards. I’ll make note of these and we’ll incorporate them into our discussions during Meetings 4 and 5.

September 15 (Meeting 4) – Standards, Benchmarks, & Core, Oh My!

- Standards for the 21st Century Learner
- Common Core State Standards
- Aligning with curriculum and state standards
- Assessment of learning and teaching

Read for today

- Ch 2 in Butler
- Ch 2, 3, 4, 5 and 6 in Standards

Explore IN SOME DEPTH for today

- Common Core State Standards – www.corestandards.org

DUE today

- Choose one of the AASL Common Beliefs and post briefly about how you have seen it in action, or how you would implement it in your own school library.

September 22 (Meeting 5) – Standards & Accommodations

Guest Speaker

- Standards for the 21st Century Learner in Practice
- Other considerations going forward
 - Special education issues
 - Differentiated instruction and RTI
 - Federal education initiatives

Read for today

- Dickinson, Gail K. & Repman, Judi, eds. 2015. “One Question Survey Results: How Do You Accommodate Special Needs Students in the Library Program?,” p. 51 in *School Library Management*, 7th edition. Santa Barbara, CA: Linworth.
- Dickinson, Gail K. & Repman, Judi, eds. 2015. “Using Assistive Technology to Meet Diverse Learner Needs,” pgs. 92-94 in *School Library Management*, 7th edition. Santa Barbara, CA: Linworth.
- Dickinson, Gail K. & Repman, Judi, eds. 2015. “Making Your School Library More Functional to Individuals with Autism,” pgs. 237-239 in *School Library Management*, 7th edition. Santa Barbara, CA: Linworth.
- Dickinson, Gail K. & Repman, Judi, eds. 2015. “AT, UD, and Thee: Using Assistive Technology and Universal Design for Learning in 21st Century Media Centers,” pgs. 310-313 in *School Library Management*, 7th edition. Santa Barbara, CA: Linworth.

Browse/Explore for today

- United States Department of Education – www.ed.gov
- Council for Exceptional Children – www.cec.sped.org
- RTI (Response to Intervention) Action Network – www.rtinetwork.org

DUE today

- Action plan

September 29 (Meeting 6) – Program Evaluation, Professional Development, and Lesson Planning

Guest Speaker(s)

- Program evaluation
- Professional development
- Reading and the school library media center

Read for today

- Ch 12 in Butler

Explore for today

- TASL homepage – www.tasltn.org
- AASL continuing education web site – www.ala.org/educationcareers/archive/professionaldevelopment/ce/continuingeducation
- Reading Rockets – www.readingrockets.org
- What does it Mean to Read in the Digital Age? - www.nytimes.com/2008/07/27/books/27reading.html?_r=1&em&ex=1217390400&en=2ed38ebdf3964f18&ei=5087%0A&oref=slogin

DUE today

- BRING TO CLASS – your action plan (from this class) or other lesson plan for group discussion
- Post a substantive paragraph about the blog of your choice; see “Blogs” forum for details.
- Post your best reading promotion idea to Bb and comment (substantively!) on at least two ideas from your peers.

October 6 – NO CLASS (Fall Break)

October 13 (Meeting 7) – Collections & Intellectual Freedom

- Collection development and management (weeding)
- Selection policies and procedures
- Special collections
- Community needs
- Intellectual freedom

Read for today

- Ch 9 in Butler
- Intellectual Freedom 101, *Knowledge Quest* 36 (2) - www.ala.org/aasl/aaslpubsandjournals/knowledgequest/kqwebarchives/kqwebarchives#if101

Browse/Explore for today

- Intellectual Freedom at AASL - <http://www.ala.org/aasl/advocacy>
- Explore blogs – www.blogs.schoollibraryjournal.com
- International Board on Books for Youth (IBBY) – www.ibby.org
- International Children’s Digital Library (ICDL) - <http://en.childrenslibrary.org>

October 20 (Meeting 8) – Management & Leadership

Guest Speaker

- Budget issues
- LMC facilities
- Management
- Staff
- Access issues – resources, space, time, scheduling
- Leadership

Read for today

- Ch 3, 4 and 5 in Butler
- Ch 3 and 4 in EL
- Haycock, Ken. 2010. “Leadership from the Middle: Building Influence for Change,” in Coatney, Sharon, ed. *The Many Faces of School Library Leadership*. Santa Barbara, CA: Libraries Unlimited.

Browse/Explore for today

- ALA leadership traits - <http://www.ala.org/nmrt/initiatives/ladders/traits/traits>
- School Libraries Work! - http://www.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf

October 27 (Meeting 9) – Acquisitions & Technology

- Technology and the LMC
- Acquisition
- Organization

- Inventory

Read for today

- Ch 10, 11 and 12 in Morris
- Crane, Beverley E. 2012. “A New Information Revolution,” in *Using Web 2.0 and Social Networking Tools in the K-12 Classroom*. Chicago: Neal-Schuman.
- Crane, Beverley E. 2012. “Creating Community with Web 2.0 Tools and Social Networking,” in *Using Web 2.0 and Social Networking Tools in the K-12 Classroom*. Chicago: Neal-Schuman.
- Dickinson, Gail K. & Repman, Judi, eds. 2015. “Augmenting Reality in Your School’s Library,” pgs. 308-309 in *School Library Management*, 7th edition. Santa Barbara, CA: Linworth.

Explore for today

- PBS Special, “Growing Up Online,” - www.pbs.org/wgbh/pages/frontline/kidsonline/
- *Born Digital: Understanding the First Generation of Digital Natives* – www.birndigitalbook.com
- NetSmartz – www.netsmartz.org/Parents
- ALA Tech Source blog – www.alatechsource.org/blog
- Digital Librarian, *New York Times* article - www.nytimes.com/2009/02/16/books/16libr.html?_r=1

DUE today

- Collection Development Project
- School visit report

November 3 (Meeting 10) – History & Current Issues

Read for today

- Kaaland, Christie and Kachel, Debra E. 2012. “School Library Legislative Advocacy Defined,” in Levitov, Deborah D. ed., *Activism and the School Librarian*. Santa Barbara, CA: Libraries Unlimited.
 - There’s an additional resource on Bb from this book, a series of templates and guides – be sure to check it out!
- Woolls, Blanche, Weeks, Ann C. & Coatney Sharon. 2014. Ch 1: “The School Library in Today’s Global Environment,” in *The School Library Manager*. Santa Barbara, CA: Libraries Unlimited.
- Woolls, Blanche, Weeks, Ann C. & Coatney Sharon. 2014. Ch 2: “School Libraries Today,” in *The School Library Manager*. Santa Barbara, CA: Libraries Unlimited

DUE today

- Comments (substantive ones!) due on Bb on at least 3 peers’ school visit reports.

November 10 (Meeting 11) – From the Trenches: Panel Discussion with Practitioners Guest Speakers

Read for today

- Ch 11 in Butler

- Toor, Ruth and Weisburg, Hilda K. eds. 2007. “Getting Yourself Organized,” in *New On the Job: A School Library Media Specialist’s Guide to Success*. Chicago: ALA.
- Toor, Ruth and Weisburg, Hilda K. eds. 2007. “A Matter of Principals,” in *New On the Job: A School Library Media Specialist’s Guide to Success*. Chicago: ALA.
- Toor, Ruth and Weisburg, Hilda K. eds. 2007. “Reaching Your Teachers,” in *New On the Job: A School Library Media Specialist’s Guide to Success*. Chicago: ALA.
- Harvey, Carl A. II. 2010. Ch 2: “People,” from *The 21st Century Elementary Library Media Program*. Santa Barbara: CA: Libraries Unlimited.

DUE today

- Questions for panelists!

November 17 (Meeting 12) – Lesson Presentations – Part 1

DUE today

- Grant proposals
- Lesson presentations

November 24 – NO CLASS – Thanksgiving Break

December 1 (Meeting 13) – Lesson Presentations – Part 2; Wrap-up

Read for today

- Dickinson, Gail K. & Repman, Judi, eds. 2015. “If Kids Designed School Libraries: Top 10 List + Wild Things,” pgs. 232-233 in *School Library Management*, 7th edition. Santa Barbara, CA: Linworth.
- Woolls, Blanche V. 2013. “50 Ways to Succeed @ Your Library: Making You a Professional,” in Woolls and Loertscher, David V. eds., *The Whole School Library Handbook*. Chicago: ALA.

DUE today

- Lesson presentations

Assignments Details – Fall 2016

Due before the start of class, unless otherwise specified

- **Biography and beliefs statement** about learning and your career: Post on Blackboard
 - As part of your introduction, tell us your belief statement - your "mission statement" about what it means to be a school librarian and what a school library should be within the school. What should a good school library look like? What should be its goals? What should be the school librarian's goals? Let's also talk about learning ... what do you think learning should look like? Who should learn? And finally, how about your career ... provide a synopsis of your career(s) thus far and what you hope your career will look like in the future.

- **Topical Discussions** on Bb: 20 points (5 points each)
 - Assessment - Post AT LEAST one assessment strategy that you believe would work in your current or future (hypothetical or real) library. The strategy can be either one for assessing students' learning as a result of your independent library lessons or collaborative lessons with a teacher, or it can be a strategy for assessing the effectiveness of some aspect of your library program. For example, you might provide a strategy for assessing how well young elementary students have learned the parts of a book after your lesson(s) on it. You might post a strategy of how to assess how often and in what ways your print magazines are being used by students and staff. You might post a strategy for assessing how effective your database instruction to a high school English class has been. These are all merely hypothetical examples; from your research and experience, post a strategy that has worked or may work for you on some component of library management or instruction.
 - Classroom management strategies: 5 points - Post 3 strategies you believe will work in your (real or hypothetical) library media center, and comment *thoughtfully* on 3 classmates' postings
 - Research classroom management (i.e. effective discipline, positive and negative) strategies. After posting your own, respond *thoughtfully* to at least three of your peers.
 - Blog and Technology Evaluation - Select one blog and one technology tool you feel might help you in your current or future library and post the link as well as a thoughtful paragraph about what makes these individually worth recommending.
 - Reading promotion ideas – Consider at least one reading promotion idea you have implemented or seen carried out in another library, physically or virtually. Post this/these idea(s) on Bb, and include as many visuals (photos, illustrations, diagrams) as you can to illustrate your idea.

- **21st Century Learning Standards project and action plan:** 20 points - Create an Action Plan (tied to curriculum-specific goals) to implement one of the 21st Century Learning Standards in your school library. Post your plan on Blackboard.
 - Example: Standard number 2: "Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge." (p. 98, Standards book) Grade level: 9 [note that the above standard is under the "Skill Benchmarks to Achieve BY Grade 10" section.] Skills indicator: number 2.1.3 "Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations." Benchmark(s): "Combine ideas and information to develop and demonstrate new understanding." and "Apply strategies for making personal and real world connections with information." Also include CCSS references. For the example above, CCSS connections might be CC9-10.R.I.1 and CC9-10.R.I.8.

- **Collection Development/Special Collection project:** 15 points - Prepare an annotated bibliography of resources for a special collection. Your budget is \$1000. Include prices (approximate is OK) on your bibliography. You are free to choose the grade level and curriculum area for your project. Please include idea "seeds" for some of your resources. Seeds are ideas that teachers can use, outlining ways to incorporate the resources you've chosen into classroom instruction. Seeds are especially important if resources are multimedia or hands-on in nature. Include the selection tools you found helpful in finding your included resources.

- **3 school library field visits:** 15 points - Visit one elementary, one middle, and one high school library media center. Post a report of your visits on Blackboard
 - Visit one elementary, one middle, and one high school library media center and interview the librarian(s). During the interview, observe and ask pertinent questions regarding the following:
 - Demographics of school
 - Staff
 - Budget
 - Facilities
 - Collection
 - Collaboration and scheduling
 - What does her/his "typical" day look like?
 - Beyond the list above, I want you to get a "feel" for the library. Is it quiet or noisy, slow or busy, comfortable, friendly, bright or dark, inviting? Also include any interesting things you see or learn, anything from a philosophy of the librarian to something concrete like a great bulletin board idea or management strategy.

- Keep in mind that the idea here is to learn not only from your own field visits but to learn from each others' visits. Therefore, post a report of your visits on Blackboard and comment *thoughtfully* on three others' postings.
- **Grant writing project:** 10 points - Locate 3 grant sources for your school library. Select one source and write a proposal for funding based on expectations provided during class. Post proposal on Blackboard and present proposal in class
 - Locate 3 grant sources that relate to schools or school libraries specifically; choose one.
 - Identify the problem you want to address--do you need specific books or A-V equipment or materials, or do you just need money to build your print collection? Would your students benefit from subscribing to a specific database that is above your means? Is there a reading promotion program you would like to implement? Would you like to invite an author to speak to your students (whose expenses you have to pay)? Consider any scenario that is meaningful to you.
 - Include student learning standards from the state curriculum. See your state's Department of Education website, Common Core State Standards website, or other pertinent document to view curricular standards. Link this standard to one of the AASL 21st Century Learner and CCSS standards for school libraries.
 - Establish a timeline for the project.
 - Include the following information: demographics of the school (hypothetical is ok), the target group, a budget overview, expected outcomes (linked to student learning), and ways you will assess the learning as relates to the funded items or project.
 - Evaluation will be based upon the following:
 - 5 sources, where the goals of the funding source match the problem being addressed.
 - Problem is clearly identified.
 - Curriculum standards are included.
 - 21st Century Learner information standards and CCSS are included.
 - Demographics, target group, budget overview, expected outcomes, and assessment methods are all included.
 - You may elect to present your grant project as a Word document, PowerPoint, or whatever form you think works best for conveying your information.
- **Lesson presentation and discussion:** 20 points – Using your completed action plan as a basis for the audience and topic, develop and present a 10- to 15-minute lesson. Pretend we are the target audience you chose for your action plan and teach us something! We will be using the Tennessee TEAMS Rubric (Instruction Section) to score your lesson.