INLS 745
CURRICULUM ISSUES AND THE SCHOOL LIBRARIAN

SPRING 2013
TUESDAYS, 6:00 – 8:45, GREENLAW 304

CONTENTS (CLICK TO NAVIGATE)

OVERVIEW

In an influential School Library Journal article in 2009, Joyce Valenza and Doug Johnson stated the following: "The library, as we once knew it, may no longer be relevant. School librarians, as we once knew them, may no longer be relevant. And, yet, this is undoubtedly the most exciting time in history to be a librarian."[1] This class will explore the critical role and responsibilities of the school librarian in an environment often characterized by change and uncertainty. Specifically, this course focuses on the instructional role of the school librarian by examining state and national standards, curriculum, learner characteristics, instruction design, assessment, and collaboration, among other topics.

INSTRUCTOR

Casey Rawson
Email: crawson@email.unc.edu
Office Hours: By request.

REQUIRED TEXTS

· American Association of School Librarians (2009). Empowering learners: Guidelines for school library media programs. Chicago, IL: American Library Association.
· American Assocation of School Librarians (2008). Standards for the 21st century learner in action. Chicago, IL: American Library Association.

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[1] http://www.schoollibraryjournal.com/article/CA6699357.html

- Donham, J. (2008). Enhancing teaching and learning: A leadership guide for school library media specialists (Second Edition). New York, NY: Neal-Schuman.
- Hughes-Hassell, S., & Harada, V. H. (2007). School reform and the school library media specialist. Westport, CT: Libraries Unlimited.
- Book for Assignment #3 (see below)

COURSE OBJECTIVES

Students will:
- Demonstrate knowledge of learning theory, instructional design, and assessment techniques and be able to apply them appropriately in specific teaching/learning situations.
- Show knowledge of curricular requirements (as outlined in the Common Core and North Carolina Essential Standards) for each grade and subject area.
- Demonstrate an understanding of information literacy and how it fosters lifelong learning.
- Demonstrate knowledge of learner characteristics in regard to learning and motivation.
- Develop an understanding of the instructional roles and responsibilities of the library media specialist.
- Develop an understanding of the importance of collaboration with classroom teachers across all subject areas and grade levels.
- Develop an understanding of the importance of action research and the collection of library data as means to improve instruction, advocate for the school library program, and promote professional development.
- Become familiar with ways to assess and market the school library and one's professional skills and abilities.

MY TEACHING PHILOSOPHY

I believe that students learn best in an inquiry-based classroom environment in which they are given the opportunity to construct their own understanding of content through authentic engagement with ideas and with each other. My role is to facilitate your learning, not to impart knowledge; as such, there will be very little "sit-and-get" instruction in this course. Instead, we will spend class time on large- and small-group discussion and/or debate, role-playing activities, case studies, guest speakers, and self and peer reflection. In addition to being your instructor, I am also a student, and my favorite courses are ones with the following characteristics:

1. the instructor cares about the course and the students, and encourages feedback throughout the semester;
2. class time is used for authentic learning tasks (not lengthy summaries of the readings or dull PowerPoints); and
3. all students participate fairly equally in class activities and discussions.

With your help, I will endeavor to create such an environment in this course.

ASSIGNMENTS

An overarching goal of any SILS course is to help prepare you to become not only competent professionals, but leaders in your respective fields. While I am happy to meet with you outside of class if you are having trouble with a particular assignment or other aspect of the course, you will be primarily responsible for establishing your own work schedules and internal deadlines and for locating and retrieving information to complete your assignments. Since meeting deadlines is an important professional responsibility, grades on late work will be lowered one full letter. Any incidence of plagiarism or other academic dishonesty will result in an F for the course. **Assignment submission is via e-mail to crawson@email.unc.edu unless otherwise noted below.**

#1 – HOMEWORK ASSIGNMENTS (15%)

At various points throughout the semester, you will be expected to complete homework assignments designed to help you put the knowledge and skills you have gained from readings and class discussion into practice. These assignments are briefly described below, and you will receive more information about each in class 1-2 weeks before it is due.

HW #1: Community Analysis – For this assignment, you will create a PowerPoint slideshow that presents key components of a school library community analysis. In the notes field of the PowerPoint, please *briefly* describe how you might use each piece of data provided in your analysis (why is it important for you to know this information?). You will have time to start this assignment in class on 1/22 and will complete the assignment at home over the following week. (Note: you will not actually be presenting your slideshow, merely e-mailing it to the instructor.) **Due: Tuesday, 1/29 by 6:00 pm**.

HW #2: Lesson Plan – After reading about and discussing Common Core and Essential standards, learner characteristics and instructional strategies, inquiry-based teaching and learning, and instruction design, you will write a lesson plan employing the principles of backwards design for a topic and grade level of your choice. You will see examples of lesson plans in class on 2/19 and will write your own over the following two weeks. **Due: Tuesday, 3/5 by 6:00 pm.**

HW #3: Research Model - Each person in the class will be assigned one of the models listed below to learn about and analyze.

- Big 6 - Michael B. Eisenberg and Robert E. Berkowitz
- Information Search Process (ISP) - Carol Kuhlthau
- I-Search - Ken Macrorie, Marilyn Joyce and Julie Tallman
- Pathways to Knowledge - Marjorie Pappas and Ann Tepe

- Research Cycle - Jamie McKenzie

Investigate the model. Information on each model may be located using the database Library Literature and Information Science and/or the Internet. Here is one website to get you started on your research: http://virtualinquiry.com/inquiry/models.htm. You will prepare a detailed **one-page outline** that indicates how the model: a) Provides a framework for inquiry based instruction; b) Enables success for users in the information search process; and c) Supports the teacher librarian or teacher's (choose that which most applies to your situation) role as a collaborator in the learning process. You will also develop a **graphic** of the model suitable for presentation to the class. Make sure to identify the model you selected by name and provide citations for any resources you used to prepare your analysis and/or graphic. **Due: Tuesday, April 2 in class (no e-mail required).**

HW #4: Ideal Instructional Program – Based on everything we have discussed and read, you will develop a 3-4 page (double-spaced) description of what you believe to be the ideal instructional program for a school library at either the elementary, middle, or high school level. Choose **three** major components of this program (for example, collaboration or inquiry-based instruction) and elaborate on the benefits of that component for student achievement and the school library / librarian's role in each. **Due: Tuesday, April 16 by 6:00 pm.**

#2 – PROFESSIONAL BLOG MONITORING (15%)

North Carolina state standards for school librarians state that librarians should:

- · participate with classroom teachers in professional learning communities to address student and professional achievement, and
- · complete professional development and participate in professional learning communities to explore effective applications and enhancements for improving professional practice.

One way to participate in professional learning communities is online, through blogs and other Web 2.0 technologies. Each person in the class will choose one professional blog (options are listed on the Sakai wiki) to monitor over the course of the semester and to report anything of interest on the INLS 745 class Sakai forum. Each person is expected to post something of interest from their blog to the class forum **at least 5** times during the semester. Each person is also expected to respond to **at least 2** of their classmate's postings on the class forum. Each of your five posts should be brief (250-300 words) and should summarize the original post and connect it to our class discussions or readings. You may also point out questions raised by the original post and/or describe your reaction to the post. At least three posts must be written on or before **Tuesday, March 19** and your last post / response must be written on or before **Tuesday, April 23.**

3 – THE SCHOOL LIBRARIAN SUPPORTING THE CURRICULUM (20%)

North Carolina state standards for school librarians state that librarians should:

- · use learner-centered instructional strategies and resources to model the integration of multiple literacies with content curriculum,
- · support teachers' efforts to infuse multiple literacies and 21st century skills within content-area instruction, and
- · model, promote, and facilitate the seamless integration of information and technology tools and resources across all content areas.

While the school library profession has actively embraced these roles, many of the writers of texts on instructional strategies for students do not specifically outline a role for SLMSs.

The class will be divided into five groups. Groups will choose a content area and will choose one of the books listed below to read.

Science

Cox-Peterson, A., Melber, L. H., and Patchen, T. (2012). Teaching science to culturally and linguistically diverse elementary students. Boston, MA: Pearson.

Hoffer, W. W. (2009). Science as thinking: The constants and variables of inquiry teaching, grades 5-10. Portsmouth, NH: Heinemann.

Tan, E., and Barton, Angela Calabrese (2012). Empowering science and mathematics education in urban schools. Chicago, IL: University of Chicago Press.

Math

Molina, C. (2012). The problem with math Is English: A language-focused approach to helping all students develop a deeper understanding of mathematics. San Francisco, CA: Jossey-Bass.

Leinwand, S. (2012). Sensible mathematics second edition: A guide for school leaders in the era of Common Core State Standards. Portsmouth, NH: Heinemann.

Social Studies

Schmidt, L. (2007). Social studies that sticks: How to bring content and concepts to life. Portsmouth, NH: Heinemann.

Rubin, B. (2011). Making citizens: Transforming civic learning for diverse social studies classrooms. New York, NY: Routledge.

English Language Arts

Calkins, L., Ehernworth, M., & Lehman, C. (2012). Pathways to the Common Core: Accelerating achievement. Portsmouth, NH: Heinemann.

Barnhouse, D., & Vinton, V. (2012). What readers really do: Teaching the process of meaning making. Portsmouth, NH: Heinemann.

Keene, E. O. (2012). Talk about understanding: Rethinking classroom talk to enhance comprehension. Portsmouth, NH: Heinemann.

The Arts

Donahue, D. M., & Stuart, J. (2010). Artful teaching: Integrating the arts for understanding across the curriculum, K-8. New York, NY: Teachers College Press.

McDonald, N. L., & Fisher, D. (2006). Teaching literacy through the arts. New York, NY: Guilford Press.

Each group is asked to:
1. Read and analyze the title assigned to your group.
2. Create an appendix for the book entitled "Using This Book in School Libraries". The appendix should be created as an electronic resource. Suggested free host sites for this resource are WebdotUNC (web.unc.edu), Google Sites, or Wikispaces.
3. In this appendix:
   a. Identify recurring themes and key messages found in the text.
   b. Identify key questions for SLMSs raised by the text.
   c. Describe / list specific strategies that SLMSs can use to promote/support instruction in the particular subject area on which your book focuses. In some cases these strategies will come directly from the text itself; in other cases they will be strategies that you develop based on your understanding of the text. **Note:** These are not to be generic ideas, but ideas that are informed by the text assigned to your group. They should reflect the actions identified on pp. 21 and 23 of *Empowering Learners*.

Here are examples from 2010 & 2011:
Reading for Their Life: http://sites.google.com/site/rftlappendix/
Adolescent Literacy & Differentiated Instruction: http://aldl.web.unc.edu/
Reading for Understanding: http://inls745-readingforunderstanding.wikispaces.com
How to Fix a Chevy: https://sites.google.com/site/fixachevy/

On an assigned day in class, each group will be given **30 minutes** to:
1. Briefly discuss the recurring themes and key messages found in the text. (5-10 min.)
2. Demonstrate at least one of the strategies SLMSs can use to promote/support reading. (15-20 min).
3. Answer questions raised by the class or by me. (5 min.)

Like other professionals, school librarians need evidence of their growth and achievement over time. The professional portfolio is a vehicle for collecting and presenting that evidence. In many states, school librarians are required to develop a portfolio in order to renew their professional licenses. Some school districts require them as part of the annual review process. All candidates for National Board Certification must also prepare a portfolio.

A professional teaching portfolio is more than a hodge-podge of artifacts and list of professional activities. It is a careful record of specific accomplishments attained over an extended period of time. Although portfolios vary in form and content, depending upon their purpose, most contain some combination of teaching artifacts and written reflections. Each artifact, whether a lesson plan, student work sample, or parent newsletter, included in a portfolio should be accompanied by a written explanation. For example, what was the purpose of the parent newsletter? Who was the audience for the book trailer and what were you trying to accomplish with it? What did you and the students learn from the voice thread they created? The goal is to be **specific** and be **reflective**.

Objectives
The portfolio enables you to:
1. Demonstrate your vision for school library media programs
2. Articulate your teaching philosophy
3. Demonstrate your understanding of the principles of effective library media centers
4. Demonstrate your ability to use Web 2.0 technologies
5. Collect relevant data
6. Engage in reflective practice
7. Demonstrate your ability to collaborate with teachers and to impact student learning
8. Demonstrate your leadership qualities

Organization and Content
For this assignment you will begin to create a professional portfolio and to populate it with information, including artifacts. You may use any software that you choose to create your portfolio (i.e. WebdotUNC, Google Sites) as long as the software **DOES NOT CONTAIN ADVERTISEMENTS.** How much information your portfolio contains for this assignment will depend upon where you are in the program. Those of you who have had INLS 530 and INLS 534, for example, will have more to include than those for whom this is the first SILS course. If you have taken INLS 461, 501, 513, or 732 you might also have additional artifacts to include, depending on who you had as your instructor.

The portfolio should include the following categories:

I. Background Information: Who are you? What is your vision for the SLM program? What does an exemplary school library instructional program look like?
- Résumé
- Contact information or contact form (note: spell out e-mail addresses so as not to be spammed – for example, crawson at unc dot edu).
- Philosophy and vision for the school library program (developed in INLS 745; Homework #4)

II. Program Administration: What artifacts have you produced in SILS courses that demonstrate your ability to develop and manage a library program and to provide access to library resources? Possible artifacts include:
- From INLS 745: Community analysis
- From INLS 513: Policy analysis; collection development plan
- From INLS 521: Online catalog analysis
- From INLS 534: Grant application

III. Teaching Artifacts: What artifacts have you produced in SILS courses that demonstrate your ability to work with students, teachers, and other stakeholders; to support the school's curriculum; to integrate Web 2.0 tools into your work in meaningful ways? Possible artifacts include:
- From INLS 530: Pathfinder, book trailer, resource list
- From INLS 534: Group project slides and handout
- From INLS 745: Group project appendix / presentation slides, research model analysis and graphic, lesson plan
- Reflections Documenting an Extended Teaching Activity (this will be added during your Field Experience, or if you have prior teaching experience you may have some of these artifacts available already)
  - overview of unit goals and instructional plan
  - list of resources used in unit
  - lesson plan
  - videotape of teaching (if possible)
  - student work examples
  - evaluation of student work
  - additional units/lessons/student work as appropriate

IV. Professional Service: How have you been involved in the profession? How have you begun to be a "leader"?
- Professional memberships
- Service to professional associations
- Other professional service

Other categories might include Publications, Grants, and Awards. If you have items that fit into these categories, please include them.

For each artifact, include a **brief, identifying caption** that provides:
· The title of the artifact
· The date produced
· A description of the context
· The purpose of the item
· A reflective statement: What does this item demonstrate about your practice? Your abilities?

The professional portfolio will be due on **Tuesday, April 30 at 7:00 pm** (the scheduled exam time for this course). In addition, you will be assigned a partner to serve as a "critical friend" for the duration of the semester. You will provide each other feedback and turn in two evaluations of each other's progress during the semester: on **February 26**, you will turn in a one-page (single-spaced) evaluation of the overall framework, organization, and style of your partner's portfolio, and on **April 9** you will turn in a one-page (single-spaced) evaluation of the content of your partner's portfolio. These evaluations will account for 20% of your overall grade on this project. More information will be provided about these evaluations in class.

#5 – CLASS PARTICIPATION (25%)
The ability to work successfully and communicate effectively with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your interactions with your peers, instructor, and resource people. Your active participation in class is vital not only for your own learning, but for the learning of everyone in the class. I believe that each of you has valuable experiences and contributions that will deepen and extend our understanding of the course content, both during class and online. Therefore, I expect you to be engaged in class and in our online discussion forum. This does not mean that you need to raise your hand for every question in class - the quality of your participation matters just as much as the quantity, and when a handful of people dominate class discussions it is difficult for other students to fully engage. There are several ways to actively participate in class, and each will factor in to your class participation grade:
• Attendance: **You are expected to attend class each week and to arrive on time**; this is especially important since this class will only meet 14 times this semester. Missing a class will also significantly compromise your ability to complete homework assignments. More than one absence or repeated tardiness will result in a lower class participation grade.
• Participation in class activities: In addition to large-group discussion, this class will include individual, pair, and small-group activities, and I will look for your engagement

in all of those activities. I understand that it is not always easy to jump into a large-group discussion, so I will often provide opportunities for individual or paired "think time" before such discussions so that everyone can feel comfortable contributing.

- Preparation of readings: The best way to prepare for class each week is to read all of the assigned articles and chapters and to come to class prepared to discuss them. You are expected to thoughtfully engage with all assigned readings for this course.

TECHNOLOGY POLICY

Research on laptop use in higher education has shown that laptops used for course activities can result in learning gains, but that in-class laptop use also can also lead to distraction and decreased course satisfaction, understanding, and overall performance among students.[2] This course will occasionally require the use of a laptop computer or tablet for class activities. I will notify you in advance when that is the case. During other weeks, you may bring your laptop or tablet to class if you wish, but **please use it only for taking notes or looking up information related to class discussions and activities**. Other activities such as checking e-mail, social networking, etc. should be restricted to before and after class and break times. Inappropriate use of technology during class time will be reflected in your class participation grade.

GRADING SCALE

H	(95-100) "clear excellence", **above and beyond** what is required
P	(80-94) all requirements satisfied at entirely acceptable level
L	(70-79) low passing
F	(<70) failed

***Undergraduate grading scale: 95-100 (A), 90-94 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 70-79 (C, same +/- ranges as above), 60-69 (D, same +/- ranges as above), <60 (F).

UNIVERSITY HONOR SYSTEM

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at http://www.unc.edu/depts/honor/honor.html. The system is the responsibility of students and is regulated and governed by them, but faculty share the

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[2] Efaw, J., Hampton, S., Martinez, S., & Smith, S. (2004). Miracle or menace: Teaching and learning with laptop computers in the classroom. EDUCAUSE Quarterly, 27(3), 10-18.
Fried, C.B. (2008). In-class laptop use and its effects on student learning. Computers & Education, 50(3), 906-914.
Wurst, C., Smarkola, C., & Gaffney, M.A. (2008). Ubiquitous laptop use in higher education: Effects on student achievement, student satisfaction, and constructivist measures in honors and traditional classrooms. Computers & Education, 51(4): 1766-1783.

responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

SILS DIVERSITY STATEMENT

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

· Ensure inclusive leadership, policies and practices;
· Integrate diversity into the curriculum and research;
· Foster a mutually respectful intellectual environment in which diverse opinions are valued;
· Recruit traditionally underrepresented groups of students, faculty and staff; and
· Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

~The faculty of the School of Information and Library Science, Dr. Barbara B. Moran.

STUDENTS WITH DISABILITIES

"The Department of Disability Services (DDS), a part of the Division of Student Affairs, works with departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community. Additionally, DDS provides reasonable accommodations so students with disabilities who are otherwise qualified may, as independently as possible, meet the demands of University life." Visit their website at http://disabilityservices.unc.edu/ for more information.

CLASS SCHEDULE AND READINGS

Date	Topic	Standards	Readings	Assignments Due
1/15	Course Overview Introduction to the Instructional Role of the School Library Media Specialist / Professional Standards	• Standard 1: Align the mission, policies, resources and activities of the school's library media program with the North Carolina Essential Standards and Common Core State Standards, local goals, and priorities for teaching and learning.	Teacher's Mind Resources – What is a Curriculum? Available online at http://www.teachersmind.com/Curriculum.html Empowering Learners, pp. 5-18 (pdf in Sakai) Common Core Wikipedia article: http://en.wikipedia.org/wiki/Common_Core_State_Standards_Initiative Look over NC Essential Standards for Information and Technology for all grade levels, available online at http://www.ncpublicschools.org/acre/standards/new-standards/ Look over North Carolina School Library Media Coordinators Standards	
1/22	Community Analysis	• Standard 1: Establish connections with community agencies and other libraries to strengthen cooperation and increase opportunities for resource sharing. • Standard 2: Collaborate with members of the school community in assessing needs and using needs assessment information to inform the school's collection	Donham, Chapter 5 Lamb, A., & Johnson, L. Library media program: Community Analysis. Available online at http://eduscapes.com/sms/program/community.html Kretzmann, John P. & John L. McKnight. Introduction to "Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets" http://www.abcdinstitute.org/docs/abcd/GreenBookIntro.pdf Sample school library community analysis: http://www.slideshare.net/amytaylor/lswhs-community-analysis-amy-taylor	

			development plan.	
1/29	Curriculum Mapping	• Standard 1: Align the mission, policies, resources and activities of the school's library media program with the North Carolina Essential Standards and Common Core State Standards, local goals, and priorities for teaching and learning. • Standard 4: Demonstrate knowledge of curriculum goals across grade levels and subject areas	Information Powered School: Chapter 6 [Sakai] Moreillon, J (2013). A matrix for school librarians: Aligning standards, inquiry, reading, and instruction. *School Library Monthly, 29*(4), 29-32. [Sakai] Franklin, P. et. al. (2009). Use standards to draw curriculum maps. *School Library Media Activities Monthly, 25*(9), 44-45. [Sakai] Howard, J. K. (2010). Information specialist and leader—Taking on collection and curriculum mapping. *School Library Monthly, 27*(1), 35-37. [Sakai] *Standards for the 21st Century Learner in Action* – Skim all	HW1: Community analysis due Bring *Standards for the 21st Century Learner in Action* to class
2/5	Learner Characteristics & Instructional Strategies	• Standard 4: Support differentiation of instruction by choosing and modifying learning strategies, tools, and resources to meet the needs of all learners. • Standard 2: Respect and meet the needs of a diverse school community.	Hughes-Hassell and Harada, Chapters 8 and 9 Armstrong, T. "The Foundations of the Theory of Multiple Intelligences" [Sakai] Bush, G. (2006). Differentiated instruction. School Library Media Activities Monthly, 23(3), 43-45. [Sakai] Felder, R. M. (2011). Are learning styles invalid? (Hint: No!). Available online at http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/LS_Validity(On-Course).pdf	
2/12	Teaching for Understanding & Inquiry-based Learning Guest	• Standard 3: Demonstrate best practices in the integration of information and technology skills	Hughes-Hassell and Harada, Ch. 3 Empowering Learners, Chapter 2 Barseghian, T. (2012, September 13). How do we define and measure "deeper learning?" MindShift blog.	Choose a grade level and subject area for your lesson plan before tonight's class.

	Librarian: Elaine Cameron (Middle School Librarian, Duke School)	and resources in all areas of the curriculum while modeling and supporting inquiry-based learning.	Available online at http://blogs.kqed.org/mindshift/2012/09/how-do-we-define-and-measure-deeper-learning/ Stripling, Barbara S. "Inquiry-Based Learning" [Sakai] Harada, Violet H., & Yoshina, Joan M. (2004). Moving from rote to inquiry: Creating learning that counts. *Library Media Connection, 23*(October), 22-25. [Sakai]	
2/19	Designing Instruction (Backward Design, Essential Questions, and State Standards) Guest Librarian: Shannon Harris (Upper School Librarian, Durham Academy)	• Standard 4: Use a variety of instructional strategies, resources, and assessment tools to provide digital-age learning experiences. • Standard 4: Collaboratively design, deliver, and assess instructional activities that empower learners to read across multiple formats and media.	Kramer, P. K. (2011). Common Core and School Librarians: An Interview with Joyce Karon. *School Library Monthly, 28*(1), 8-10. [Sakai] McTighe, J., & Wiggins, G. (2012). From Common Core standards to curriculum: Five big ideas. [Sakai] Wiggins, Grant & McTighe Jay. "Backward Design" [Sakai] Stripling, B. K., & Harada, V. H. (2012). Designing learning experiences for deeper understanding. *School Library Monthly, 29*(3), 5-12.	GROUP 1 BOOK PRESENTATION Bring *Standards for the 21st Century Learner in Action* to class
2/26	Collaborative Planning & Teaching	• Standard 1: Foster collaboration with teachers in their school community to facilitate the design, delivery, and assessment of instructional activities that promote learner competence and confidence with 21st century skills.	Cooper, O. P., & Bray, M. (2011). School library media specialist-teacher collaboration: Characteristics, challenges, opportunities. *TechTrends, 55*(4), 48-54. [Sakai] Montiel-Overall, P. (2010). Further Understanding of Collaboration: A Case Study of How It Works with Teachers and Librarians. *School Libraries Worldwide, 16*(2), 31-54. [Sakai] Kilker, J. (2012). School and community connections for collaboration and coteaching.	Critical Friend Evaluation #1 due – Portfolio Framework and Style GROUP 2 BOOK PRESENTATION

		• Standard 2: Collaborate with teachers and other specialists to identify students' interests, learning styles, and unique instructional requirements and to design instructional strategies guided by universal design principles	*Knowledge Quest, 40*(4), 38-45. [Sakai] Marcoux, B. L. (2007). Levels of Collaboration: Where Does Your Work Fit In? *School Library Monthly, 24*(4), 20-24. [Sakai]	
3/5	The Life-long Learner Part 1: Information Literacy	• Standard 1: Provide leadership and support for establishing, promoting, and sustaining the effective use of information resources and technology tools. • Standard 4: Collaborate, model and promote effective strategies for accessing, evaluating, and synthesizing information resources to support teaching and learning.	Donham, Chapter 11 Skim From the Creative Minds of 21st Century Librarians http://digital-literacy.syr.edu/data/From_The_Creative_Minds_Book.pdf Review North Carolina Information and Technology Standards http://www.ncpublicschools.org/acre/standards/new-standards/ ISTE National Educational Technology Standards for Students http://www.iste.org/standards/nets-for-students.aspx	HW2: Lesson Plan due GROUP 3 BOOK PRESENTATION
3/12	SPRING BREAK	•		
3/19	The Life-long Learner Part 2: Critical Thinking	• Standard 4: School library media coordinators demonstrate knowledge of learners and	Case, R. (2005). Bringing critical thinking to the main stage. *Education Canada, 45*(2), 45-49. [Sakai] Harada, V.H. Empowered learning: Fostering thinking across the	GROUP 4 BOOK PRESENTATION At least 3 posts made to the Sakai forum by this date.

			curriculum. Available online at http://www2.hawaii.edu/~vharada/Empowered.pdf	
		learning and promote effective instructional practices.	Pentland, C. (2010). Nudging research projects toward critical thinking. *School Library Monthly, 26*(10), 10-12. [Sakai] Costa, A. L. (2008). The thought-filled curriculum. *Educational Leadership, 65*(5), 20-24. [Sakai]	
3/26	Developing and Leading Effective Professional Development	• Standard 1: Provide technology-enabled one-on-one and group professional development for classroom teachers. • Standard 1: Provide professional development in integrating information and instructional technology skills into all curricular areas. • Standard 1: Apply principles of adult learning to provide relevant, engaging and differentiated professional development.	Hughes-Hassell and Harada, Chapters 1 and 11 Empowering Learners, pp. 43-44 and Chapter 4 Excerpts from Abilock, D., Fontichiaro, K., & Harada, V. (2012). Growing schools : librarians as professional developers. Santa Barbara, California: Libraries Unlimited. [Sakai]	GROUP 5 BOOK PRESENTATION
4/2	Research Models	• Standard 4: Demonstrate effective strategies to discover student interests and learning styles and to assist them in finding engaging and	Thomas, N. Current trends in information research and information skills instruction—Chapter 6 [Sakai] Head, A. J. (2012, December 8). Old-school job skills you won't find on Google. Seattle Times. Available online at http://seattletimes.com/html/opini	HW3: Research Model Due

		appropriate information resources		
4/9	Evidence-Based Practice and Action Research: Assessing the Library Program Guest Librarian: Kristen Ziller (Durant Road Middle School)	• Standard 5: Conduct action research to determine the impact of library services on student achievement • Standard 5: Collect evidence regarding the effectiveness of the school library media program. • Standard 5: Use data on student learning and achievement to improve their professional practice and future program planning. • Standard 5: Seek input from colleagues and students regarding needed improvements to their professional practice.	Hughes-Hassell and Harada, Chapters 4 & 10 Empowering Learners, pp. 30-31 Donham, Chapter 13 Kaaland, C., et al. (2010). Notes from the bullet train: Communication as a key to administrative support. *School Library Monthly, 26(*8), 45-47. [Sakai]	Critical Friend Evaluation #2 due – Portfolio Content
4/16	Assessment Part 2: Assessing Students	• Standard 4: Utilize knowledge of appropriate assessment strategies to collaboratively design and facilitate innovative assessment of information and technology skills within content	Donham, Chapter 12 Wiggins, G. (2012). 7 keys to effective feedback. *Educational Leadership, 70*(1), 10-16. [Sakai] Louis, P., & Harada, V. H. (2012). Did students get it? Self-assessment as key to learning. *School Library Monthly, 29*(3), 13-16. [Sakai] Harada, V. H., & Yoshina, J. M. (2006). Assessing learning: The missing piece in instruction? *School*	HW4: Ideal Instruction Program due

		areas • Standard 5: School Library Media Coordinators analyze student learning.	*Library Monthly, 22*(7), 20-23. [Sakai]	
4/23	The Nuts and Bolts of Running a School Library Guest Librarian Panel	• Standard 3: School library media coordinators implement a comprehensive 21st century library media program.	Empowering Learners, pp. 32-42 Donham, Chapters 7, 8, and 14 Valenza, Joyce Kasman & Johnson, Doug. (2009). "Things That Keep Us Up at Night." School Library Journal 55(10), 29-32. Available online at http://www.schoollibraryjournal.com/article/CA6699357.html Johnson, Doug. (2009). Head for the edge: Starting off on the right foot. *Library Media Connection, 27*(6), 98.	Last blog monitoring post / response must be made by this date. PROFESSIONAL PORTFOLIO DUE 4/30 AT 7:00 PM