INLS 745
CURRICULUM ISSUES AND THE SCHOOL LIBRARIAN

FALL 2013
TUESDAYS, 2:00 – 4:45, MANNING 208

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 Association of School Librarians (2009). *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.
- *Recommended:* Abilock, D., Fontichiaro, K., & Harada, V. H. (2012). *Growing schools: Librarians as professional developers.* Santa Barbara, CA: Libraries Unlimited.

COURSE OBJECTIVES

Students will:
- Demonstrate knowledge of learning theory, instructional design, and assessment techniques and to be able to apply 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 – COMMUNITY ANALYSIS (5%)

For this assignment, you will create a Powerpoint slideshow that presents key components of a school library community analysis. This slideshow should emphasize the usefulness of each piece of data to the school library program; in other words, the data you find is not as important as your explanation of how you might use that data. You will have time to start this assignment in class on 9/3 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, 9/10 by 2:00 pm**.

#2 – RESEARCH MODEL (5%)

Each person in the class will be assigned one of the models listed below to learn about and analyze.

- Big6 / Super 3 - 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
- 8 W's – Annette Lamb, Nancy Smith, and Larry Johnson

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, October 29 in class.**

#3 – SCHOOL LIBRARY WEBSITE (10%)

The school library's homepage is often the first, and sometimes the only, way that people find out about your library and its programs and services. A school library website can also be interactive, not only providing access to library materials but also facilitating communication and innovation among librarians, teachers, administrators, and students, as in David Loertscher's Learning Commons model (http://www.slj.com/2008/11/industry-news/flip-this-library-school-libraries-need-a-revolution/). Unfortunately, many school library homepages are

poorly designed, static pages that do not emphasize the instructional role of the library or librarian at all, reinforcing the outdated idea that libraries are only about books. You will use Wix or a similar online program with <u>minimal or no ads</u> to design ONLY the homepage of a school library website ("links" do not need to actually go anywhere). Your homepage should reflect what you believe are the most important components of the school library program based on your understanding of what we have discussed in the course. **Due: Tuesday, November 12 by 2:00 pm (e-mail URL to instructor).**

#4 – 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 be assigned **two** of the professional blogs listed below to monitor over the course of the semester – one blog written by a school librarian, and one blog written by a classroom teacher. Over the course of the semester, you will need to post something of interest from your blogs to the class Sakai forum **at least 5** times:

- Two posts must focus on your school library blog. These posts should *briefly* summarize the original post and then connect the post to our class discussions or readings. You may point out questions raised by the original post and/or describe your reaction to the post.
- Two posts must focus on your classroom teacher blog. In these posts, you will address how the school library could add value to what the classroom teacher has described in his or her post. For example, if you are following a social studies blog and the teacher describes a recent lesson, you might post about ways that the lesson might have been improved via collaboration with the school library, or ideas for expanding the lesson into an inquiry-based and/or cross-disciplinary unit. Again, any summary of the original post should be *brief*.
- Your fifth post, and any remaining posts you choose to do, can focus on either blog or connections that you have noticed between your two blogs.

Each of your posts should be around 300-400 words. In each post, please provide a link to the original post so that your classmates and instructor can read the full text if interested. Each person is also expected to respond to **at least 3** of their classmate's postings on the class forum. At least three posts must be written on or before **Tuesday, October 15** and your last post / response must be written on or before **Tuesday, November 26.**

School Librarian Blogs:

- The Adventures of Library Girl (K-12): http://www.librarygirl.net/
- Joyce Valenza (K-12): http://blog.schoollibraryjournal.com/neverendingsearch/
- The Blue Skunk Blog (K-12): http://doug-johnson.squarespace.com/
- The Centered School Library (Elementary): http://librarycenters.blogspot.com/

- The Busy Librarian (Elementary): http://www.busylibrarian.com/
- E-literate Librarian (Middle School): http://e-literatelibrarian.blogspot.com/
- The Daring Librarian (Middle School): http://www.thedaringlibrarian.com/
- Tales from a Loud Librarian (Middle / High): http://www.talesfromaloudlibrarian.com/
- Venn Librarian (High School): http://lpearle.wordpress.com/
- Wendy on the Web (High School): http://wendyontheweb.blogspot.com/
- Cathy Nelson's Professional Thoughts (High School): http://blog.cathyjonelson.com/

Teacher Blogs:
- The Teaching Palette (Elementary Art): http://theteachingpalette.com/category/blog/
- 4 The Love of Teaching (Elementary): http://4theloveofteaching.blogspot.com/
- Busy Bees (Elementary): http://rd-busybees.blogspot.com/
- The Idea Backpack (Elementary): http://ideabackpack.blogspot.com/
- Flip! Learn! Share! (Middle School Math): http://fliplearnshare.blogspot.com/
- Caught in the Middle (Middle School Science): http://mrsphillipsiscaughtinthemiddle.blogspot.com/
- Math Teacher Mambo (High School Math): http://mathteachermambo.blogspot.com/
- Jacobs Physics (High School Physics): http://jacobsphysics.blogspot.com/
- Integrating Tech (High School English): http://thespian70.blogspot.com/
- Bianca Hewes (High School English): http://biancahewes.wordpress.com/

#5 – COLLABORATIVE LESSON PLAN (25%)

Collaboration with classroom teachers is at the heart of the school librarian's job and is the primary way that school librarians implement the information literacy curriculum. In this course, you will have the opportunity to participate in a real collaborative relationship with students in the School of Education. We will be working with Dr. Anderson's senior undergraduate students enrolled in an elementary science methods course. Each of you will be paired with a group of Dr. Anderson's students to collaboratively develop one or more inquiry-based lesson plans that are designed to teach both science content and information literacy skills. Each group will be assigned a linoit site that you can use to share documents and ideas between in-class work sessions.

Students in the education course will be grouped according to the grade level they will be student teaching in the Spring semester. These students will be developing a unit plan focusing on a particular science topic (e.g. weather or sound) over the course of the semester and will be writing five detailed lesson plans as part of this unit. Within each grade-level group, there may be 2-3 different content focuses (for example, within the first grade group, some students might be working on ecosystems units while others work on forces and motion). This is similar to what you will experience on the job as a school librarian when you attend teacher planning sessions, departmental meetings, or grade level meetings. Your task in your assigned group is as follows:

1. Listen to each student's existing ideas for their unit and ask clarifying questions as necessary.

2. Think about how and where the school library can add value to each unit and where information literacy skills and content might be incorporated. What resources or services could you / your library provide to enhance teaching and learning?
3. Work with your group members to choose one lesson from each content area represented in your group. You will help write these lesson plans, making sure that they include both science content and information literacy standards. Your lessons may represent any level of teacher-librarian collaboration, from simple resource provision to co-teaching and co-assessment, but should be inquiry-based and should be developed using the principles of backward design discussed in class.

Students in the education course do not yet know which content areas they will be focusing on for their unit plans, so it is possible that some of you may end up needing to work on more lesson plans than others. I am aware of this possibility and am prepared to modify the expectations for your level of involvement in the writing of each specific lesson plan based on the number of plans you need to complete. We will discuss this further in class as the need arises.

You will meet with your group during class time twice over the course of the semester, on **October 1** and **November 5.** You may also choose to meet on your own time outside of class, but it is our intention that most or all out-of-class work will be accomplished virtually via your linoit site or any other digital tool your group chooses to use.

In addition to helping write the lesson plan(s), you will also be responsible for developing a ten minute presentation to be delivered to our class only on **Tuesday, November 26.** This presentation should focus on the collaborative process itself and should reflect on your group's outcomes (the lesson plans).

#6 – PROFESSIONAL PORTFOLIO (25%)

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 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 a 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 that are identified in *Empowering Learners* and *IMPACT*
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 (although exact organization of your site is up to you – you will see examples of what I mean by this in class):

I. Background Information: Who are you? What is your vision for the SLM program? What does an exemplary school library instructional program look like?
   - Resumè
   - 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

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, school library homepage
   - 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: Research model analysis and graphic, collaborative lesson plan with artifacts
   - 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?

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 twice during the semester: on **October 15**, you will turn in a one-page (single-spaced) evaluation of the overall framework, organization, and style of your partner's portfolio, and on **November 19** 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.

The professional portfolio will be due on **Saturday, December 7 at 12:00 pm** (the scheduled exam time for this course). You will turn in your portfolio by e-mailing me the URL.

Sample Portfolios:
Tisha: http://tishaswoo.web.unc.edu/
Ruby: http://rubylisantiportfolio.weebly.com/index.html
Melissa: http://www.unc.edu/~mlharden/index.html
Megan: http://meganrproctor.weebly.com/

#7 – CLASS PARTICIPATION (15%)

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 meets only once each week. Missing a class will also significantly compromise your ability to complete 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.

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 often require the use of a laptop computer or tablet for class activities. **Please be respectful of your classmates and the instructor and use your devices 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

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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.

***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 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.

Date	Topic	Standards	Readings	Assignments Due
8/20	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.	McKenzie, J. (2012). The brave new librarian. *from now on: the education technology journal, 22*(1). Available online at http://fno.org/Sept2012/bravenewlibrarian.html 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 North Carolina School Library Media Coordinators Standards: http://tinyurl.com/ncslmcstandards	
8/27	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	Donham, Chapter 11 Take the *Information Competency Assessment Instrument* (PDF in Sakai; paper copy handed out 8/20 in class) Skim *Standards for the 21st Century Learner in Action* (all, but pay special attention to pp. 5-16) Look over North Carolina Information and Technology Standards http://www.ncpublicschools.org/acre/standards/new-standards/	

		accessing, evaluating, and synthesizing information resources to support teaching and learning.		
9/3	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 development plan.	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	
9/10	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	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. Howard, J. K. (2010). Information specialist and leader—Taking on collection and curriculum	Assignment #1: Community analysis due via email by 2:00 pm Bring *Standards for the 21st Century Learner…* to class.

		learning. • *Standard 4*: Demonstrate knowledge of curriculum goals across grade levels and subject areas	mapping. *School Library Monthly*, *27*(1), 35-37.	
9/17	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. • *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	Lindsay, K. (2005). Teacher/teacher-librarian collaboration - A review of the literature. *School Libraries in Canada*, *25*(2), 8–21. [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. *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]	
9/24	Teaching for Understanding & Inquiry-based Learning	• *Standard 3*: Demonstrate best practices in the integration of information and technology skills and resources in all	*Empowering Learners*, Chapter 2 The 5 E's Model: http://enhancinged.wgbh.org/research/eeeee.html Barseghian, T. (2012, September 13). How do we define and	

		areas of the curriculum while modeling and supporting inquiry-based learning.	measure "deeper learning?" MindShift Blog. 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, V. H., & Yoshina, J. M. (2004). Moving from rote to inquiry: Creating learning that counts. *Library Media Connection*, *23*(October), 22-25. [Sakai] *Recommended Reading:* Abilock, Fontichiaro, and Harada, Chapter 3	
10/1	Learner Characteristics & Instructional Strategies WORK SESSION #1 with Dr. Anderson's students	• *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, H. and Harada, V. (2007). *School Reform and the School Library Media Specialist*— Chapters 8 & 9 [Sakai] 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	
10/8 AND 10/15	Designing Instruction (Backward Design, Essential Questions, and State Standards)	• *Standard 4*: Use a variety of instructional strategies, resources, and assessment tools to provide digital-age	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	10/15: Critical Friend Evaluation #1 due – Portfolio framework and style; at least 3 blog posts must be made by this

		learning experiences. • *Standard 4*: Collaboratively design, deliver, and assess instructional activities that empower learners to read across multiple formats and media.	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. Skim *From the Creative Minds of 21st Century Librarians* http://digital-literacy.syr.edu/data/From_The_Creative_Minds_Book.pdf	date. Bring *Standards for the 21st Century Learner…* to class.
10/22	Assessing Students	• *Standard 4*: Utilize knowledge of appropriate assessment strategies to collaboratively design and facilitate innovative assessment of information and technology skills within content areas • *Standard 5*: School Library Media Coordinators analyze student learning.	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 Library Monthly, 22*(7), 20-23. [Sakai] *Recommended Reading:* Abilock, Fontichiaro, and Harada, Chapter 4	
10/29	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/opi	Assignment #2 - Research Model due (bring to class)

		appropriate information resources	nion/2019857185_alisonheadopedxml.html	
11/5	Critical Thinking WORK SESSION #2 with Dr. Anderson's students	• *Standard 4*: School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.	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 curriculum. Available online at http://www2.hawaii.edu/~vharada/Empowered.pdf 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]	
11/12	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	DeSimone, L. M. (2011). A primer on effective professional development. *Phi Delta Kappan, 92*(6), 68-71. [Sakai] *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]	Assignment #3: School Library Website due via e-mail by 2:00 pm

		differentiated professional development.		
11/19	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 | 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]

Recommended Reading: Abilock, Fontichiaro, and Harada, Chapter 5 | Critical Friend Evaluation #2 due – Portfolio Content |
| 11/26 | Student Presentations

*Class will end early on this date to allow time to work on final assignments. | | No readings for today's class. | Last blog monitoring post / response must be made by this date. |
| 12/3 | The Nuts and Bolts of Running a School Library Program (School Librarian Panel)

Class meets in the evening? | • *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. [Sakai] | LESSON PLAN AND ARTIFACT DUE 12/3 AT 2:00 VIA EMAIL

PROFESSIONAL PORTFOLIO DUE SATURDAY, 12/7 AT 12:00 PM |