

INLS 745
CURRICULUM ISSUES AND THE SCHOOL LIBRARIAN

FALL 2015
MONDAYS, 9:00 – 11:45, MANNING 214

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

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Office: Manning 203

Office Hours: Tuesday & Thursday 12:00-1:00, and by appointment

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.
- Harada, Violet H. and Joan M. Yoshina. (2010). *Assessing Learning: Librarians and Teachers as Partners, 2nd ed.* Libraries Unlimited.
- Donham, J. (2013). *Enhancing teaching and learning: A leadership guide for school library media specialists (Third Edition)*. New York: Neal-Schuman.

¹ <http://www.schoollibraryjournal.com/article/CA6699357.html>

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

As an instructor, I believe that inquiry-focused learning is more effectively achieved in a dynamic environment where there are opportunities for interactive study and application of theory to real practice. I use some of the following strategies to foster this type of learning:

- Discussions with time for synthesis and reflection
- Case studies and scenarios
- Continuing discourse between students and instructor and students with peers
- Peers serving as critical friends
- Guest resource persons serving as mentors and professional colleagues
- Assessment products that challenge students to demonstrate their understanding in authentic contexts
- Instruction that moves from the “What?” and “How?” to the “Why” and “So What”

ASSIGNMENTS

Our overarching goal is to build a professional community in which an exchange of ideas and opinions is respected and welcome. As students, you will be responsible for establishing your own work schedules and internal deadlines. You need to be resourceful in locating and retrieving information to complete your assignments. You are expected to arrive in class having read, considered, and mentally critiqued each of the items and topics listed on the class schedule. Assignments should be completed on time. Since meeting deadlines is an important professional responsibility, grades on late work will be lowered one full letter. The ability to work successfully with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your communication with your peers, instructor, and resource people. Finally, any incidence of plagiarism or other academic dishonesty will result in an F for the course.

#1 PROFESSIONAL BLOG MONITORING (15 POINTS)

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 leader in the field of education. Over the course of the semester, you will need to post something of interest from your blogs to the class blog **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 **Monday, October 15** and your last post / response must be written on or before **Monday, November 23**.

Post your responses to: <http://inls745.blogspot.com/>

Library Leaders

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/>

Cathy Jo Nelson's Professional Thoughts (High School): <http://blog.cathyjonelson.com/>

E-literate Librarian (Middle School): <http://e-literatelibrarian.blogspot.com/>

Education Leaders (Individuals and Organizations)

Will Richardson: <http://willrichardson.com/>

José Luis Vilson: <http://thejosevilson.com/#sthash.rVew6EhQ.dpbs>

Edutopia: <http://www.edutopia.org/>

Teaching Tolerance Blog: <http://www.tolerance.org/blog>

Mind Shift: <http://blogs.kqed.org/mindshift/>

#2 PORTRAIT OF A COLLABORATOR (10 POINTS)*

This is an individual assignment. The goals of this assignment are to increase your intrapersonal intelligence (to know yourselves better) and to consider and celebrate aspects of your personalities that will influence your work as collaborating school librarians. This assignment will also give you the opportunity to use your creativity and to experiment with Web 2.0 tools.

- Complete “Needs Assessment” (Hartzell, Page 1, Sakai), the [Jung Typology Test](#) (JTT), and reflect on these results (Hartzell, Page 2, Sakai and the results of the JTT).
 - What are some of your personality traits that will affect your work as a collaborator?
 - What are your strengths? How might they impact your classroom-library partnerships?
 - What are your highest needs? How might they impact your classroom-library partnerships?
 - What challenges do you anticipate based on your profiles?
 - What words and phrases describe you as a collaborator? (You might want to create a word cloud using [Wordle](#) or [Tagxedo](#))
 - What copyright-free or original images and sound(s) represent or symbolize your strengths and weaknesses as a collaborator?
- Select a Web 2.0 tool to create a portrait of yourself as a collaborator (i.e. [Wideo](#), [PowToon](#), [Glogster](#), [Prezi](#), [GoAnimate](#), [Animoto](#), etc). Think about which tool will best communicate your message. Be creative! Keep your portrait to short, but make sure it captures the essence of the collaborative you.

Due September 21ST: Post the url for your portrait to Sakai.

*This assignment was adapted from LS5443: Librarians as Instructional Partners, developed and taught by Judi Moreillon, Texas Womens.

#3 RESEARCH MODEL (10 POINTS)

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
- Building Blocks of Research – Debbie Abilock
- 8 W’s – Annette Lamb, Nancy Smith, & Larry Johnson

- Alberta Inquiry Model – Alberta Canada

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 librarian's 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. Be prepared to explain your model to the class.

Due: October 19th

#4 – COLLABORATIVE PLANNING EXPERIENCE (25 POINTS)

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. The undergraduates are designing a 5-lesson science unit plan that they will teach next semester. They will be grouped according to the science domain (Life Science, Earth Science, Physical Science, etc.) they will be teaching in the Spring semester. Each of you will be paired with a group of Dr. Anderson's students.

These students will be developing a unit plan focusing on a particular aspect of this domain (e.g. weather, magnets, sound) over the course of the semester and will be writing five detailed lesson plans as part of this unit. Within each science domain group, there may be different grade levels and the specific focus for each grade level will be different (e.g. Life Sciences domain - 3rd graders might be studying food chains, 4th graders habitats, and 5th graders cells). This is similar to what you will experience on the job as a school librarian.

Your task is to determine how and where the school library can add value to each unit. What resources or services could you / your library provide to enhance teaching & learning? What information literacy standards and content might be incorporated? You will work with your group members to choose one lesson for each grade level in the content domain area. You will help write the lesson plan for each grade level, making sure that they include both science & information literacy standards. Your lesson plan may represent any level of teacher-librarian collaboration, from simple resource provision to co-teaching. We will be using the Lesson Plan template provided by the SOE.

Here are some examples:

1. 2nd graders are studying the phases of the moon. The teacher wants the students to keep a journal for one month in which they record the changes they observe. You offer to 1) develop a lesson aimed at activating students' prior knowledge and getting them excited about the unit, and 2) provide a list of age-appropriate nonfiction books, videos, and web resources for him to use.
2. 5th graders are studying how mountains are formed. You realize that "watching" mountains form will be more engaging (and instructionally sound) than just looking at still pictures or reading text. You locate video clips that show the different ways mountains are formed. You also

develop a graphic organizer with a set of questions for students to answer as they watch the videos so that they can compare the different formation methods. You teach a lesson on how to use the graphic organizer to take notes from the videos.

3. 4th graders are studying habitats. The teacher wants each student to make a book about a different habitat. You teach a lesson on finding information in a variety of resources and another on selecting copyright-free images.

You will meet with your group during class time twice over the course of the semester: October 12th & November 9th. Each group will be assigned a private Wikispaces site that you will use to share documents and ideas between in-class work sessions. 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 Wikispaces site.

Your lesson plan(s) are due November 30th.

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 December 5th. This presentation should focus on the collaborative process itself and should reflect on your group's outcomes (lesson plans).

#5 – COMMUNITY ANALYSIS (10 POINTS)

Dr. Anderson's senior undergraduate students will be working in six schools this semester. For this assignment, you will complete a community analysis for one of the six schools. In your analysis, you will provide information about the school and about the specific community it serves. You will create two deliverables:

1. A Powerpoint slideshow (15-20 slides) that presents key components of the community analysis. This slideshow should emphasize the usefulness of each piece of data to the school library program; in other words, the data that you find is not as important as your explanation of how you might use that data. (Note: you will not actually be presenting your slideshow, merely emailing it to the instructor).
2. A one-page document to share with Dr. Anderson's students at your first meeting that includes key components from your community analysis that you think will be particularly useful to them in their student teaching experience next semester.

Consider the following topics in conducting your community analysis:

Information about the Community:

- Geographic location
- Socioeconomic & demographic makeup of the community
- Key stakeholders
- Recreation & cultural institutions
- Local businesses
- History & its impact on the community
- Social, political, economic issues faced by the community that impact the school
- School district leadership and vision

Information about the School:

- Grade levels
- Socioeconomic & demographic makeup of the school
- Size of student population, retention rate, absenteeism rate, free & reduced lunch rate, etc.
- Scholastic standing (AYP status, EOG test scores) by demographic group
- Information about special populations served: ELLs, students with disabilities, academically gifted students, etc.
- Size of faculty, number of certified teachers
- School mission statement
- School priority goals (based on school's improvement plan)
- Technology available
- Facilities, adequacy of space

Due: October 5th

#6 – THE SCHOOL LIBRARY MEDIA SPECIALIST IN THE SCHOOL LEARNING COMMUNITY (20 POINTS)

Published guidelines make the assumption that the school library media specialist is an instructional staff member of a learning community, K through 12, with responsibility for collaborating in developing student information literacy. In job interviews, you will be asked to explain to members of the interviewing team (usually school faculty and key administrators) the content and context of an exemplary and visionary *instructional* library information/media program. This assignment is designed to prepare you for this question.

1. Select an instructional level (elementary, middle or high school).
2. In a 5-page single-spaced paper:
 - Describe the components of an ideal instructional program at that level. Include 5-8 major points in your description that reflect current thinking.
 - Select and describe a research model that you believe is functional for planning collaborative instruction leading to information literacy in the ideal instructional program that you described OR develop a model of your own. Provide a rationale for why that particular model will work in the setting you selected; focus on how the process suggested in the model can maximize the learning environment for students and help them become information literate.
 - Provide at least one concrete example of the model in action. Make sure your example reflects the components of an ideal instructional program you identified and demonstrates the utility of the model for working collaboratively with teachers.
3. Use graphic and textual articulation to convey your ideas.
4. Include a bibliography that supports your ideas as a separate item (Note: the bibliography is not a part of the page limitations).
5. Finally, develop a 1-page document (handout, wiki, webpage, etc.) that you will give the school faculty and key administrators at your interview that captures the essence of your explanation.

Due: By 5:00 Saturday December 5th (Email to me)

#7 – CLASS PARTICIPATION (10 POINTS)

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 blog. 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 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.

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.

GRADING SCALE

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

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>.

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	NC SLM Professional Standards Addressed	Readings	Assignments Due & Notes
8/24	<p>Course Overview</p> <p>Introduction to the Instructional Role of the School Library Media Specialist / Professional Standards</p> <p><u>Questions to Consider:</u> What role do school librarians play in instruction? What education initiatives (national, state, & local) impact the instructional role of the school librarian? How has the instructional role of the school librarian changed as a result of the adoption of the Common Core standards and a more focused attention on developing 21st Century skills?</p>	<ul style="list-style-type: none"> • <i>Standard 1:</i> 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. 	<p><i>Empowering Learners</i>, pp. 5-18</p> <p>Harada, Violet H. “Librarians as Learning Leaders: Cultivating Cultures of Inquiry.” [Sakai]</p> <p>Implementing the Common Core State Standards: The Role of the School Library [Sakai]</p> <p>Together for Learning: School Libraries and the Emergence of the Learning Commons. https://www.accessola.org/Documents/OLA/Divisions/OSLA/TogetherforLearning.pdf</p> <p>Common Core Wikipedia article: http://en.wikipedia.org/wiki/Common_Core_State_Standards_Initiative</p> <p>Look over NC Essential Standards for Information and Technology, http://www.ncpublicschools.org/acre/standards/new-standards/</p> <p>Look over North Carolina School Library Media Coordinators Standards: http://tinyurl.com/ncslmstandards</p> <p>Look over the Framework for 21st Century Learning http://www.p21.org/our-work/p21-framework</p>	
8/31	Teaching for Understanding &	<ul style="list-style-type: none"> • <i>Standard 3:</i> Demonstrate best practices in the integration of 	<i>Empowering Learners</i> , Chapter 2	

Date	Topic	NC SLM Professional Standards Addressed	Readings	Assignments Due & Notes
	<p>Inquiry-based Learning</p> <p><u>Questions to Consider:</u> What do we mean by the term “teaching for understanding?” What is inquiry-based instruction? What motivates students to learn?</p>	<p>information and technology skills and resources in all areas of the curriculum while modeling and supporting inquiry-based learning.</p>	<p>Barseghian, T. (2012, September 13). How do we define and measure “deeper learning?” MindShift Blog. http://blogs.kqed.org/mindshift/2012/09/how-do-we-define-and-measure-deeper-learning/</p> <p>Stripling, Barbara S. “Inquiry-Based Learning” [Sakai]</p> <p>Harada, V. H., & Yoshina, J. M. (2004). Moving from rote to inquiry: Creating learning that counts. <i>Library Media Connection</i>, 23(October), 22-25. [Sakai]</p> <p>Harada, V.H. Empowered learning: Fostering thinking across the curriculum. http://www2.hawaii.edu/~vharada/Empowered.pdf</p> <p>Fontichiaro, Kristin. (2009). Nudging toward Inquiry: Re-Envisioning Existing Research Projects. <i>School Library Monthly</i>/Volume 26 (1). [Sakai]</p>	
<p>September 7 NO CLASS Martin Luther King Holiday</p>				
9/14	<p>Teaching for Understanding & Inquiry-based Learning</p> <p><u>Questions to Consider:</u> What do we mean by the term “teaching for understanding?” What</p>	<ul style="list-style-type: none"> • <i>Standard 3:</i> Demonstrate best practices in the integration of information and technology skills and resources in all areas of the curriculum while modeling and supporting inquiry-based learning. 	<p><i>Empowering Learners</i>, Chapter 2</p> <p>Barseghian, T. (2012, September 13). How do we define and measure “deeper learning?” MindShift Blog. http://blogs.kqed.org/mindshift/2012/09/how-do-we-define-and-measure-deeper-learning/</p> <p>Stripling, Barbara S. “Inquiry-Based Learning”</p>	

Date	Topic	NC SLM Professional Standards Addressed	Readings	Assignments Due & Notes
	is inquiry-based instruction? What motivates students to learn?		<p>[Sakai]</p> <p>Harada, V. H., & Yoshina, J. M. (2004). Moving from rote to inquiry: Creating learning that counts. <i>Library Media Connection</i>, 23(October), 22-25. [Sakai]</p> <p>Harada, V.H. Empowered learning: Fostering thinking across the curriculum. http://www2.hawaii.edu/~vharada/Empowered.pdf</p> <p>Fontichiaro, Kristin. (2009). Nudging toward Inquiry: Re-Envisioning Existing Research Projects. <i>School Library Monthly</i>/Volume 26 (1). [Sakai]</p>	
9/21	<p>Curriculum and Standards</p> <p>Community Analysis</p> <p><u>Questions to Consider:</u> What is curriculum? What is the relationship between curriculum and standards? What role do librarians play in the development and implementation of curriculum?</p> <p>In addition to understanding the</p>	<ul style="list-style-type: none"> • <i>Standard 1:</i> 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. • <i>Standard 4:</i> Demonstrate knowledge of curriculum goals across grade levels and subject areas. • <i>Standard 1:</i> Establish connections with community agencies and other libraries to strengthen cooperation and 	<p>McTighe, J., & Wiggins, G. (2012). From Common Core standards to curriculum: Five big ideas. [Sakai]</p> <p>Take a look at some of the curriculum units developed by the Massachusetts Department of Education Model Curriculum Units http://www.doe.mass.edu/candi/model/files.html</p> <p>Information Powered School: Chapter 6 [Sakai]</p> <p>Moreillon, J. (2013). A matrix for school librarians: Aligning standards, inquiry, reading, and instruction. <i>School Library Monthly</i>, 29(4), 29-32. [Sakai]</p> <p>Franklin, P., et. al. (2009). Use standards to draw</p>	<p>** Portrait of a Collaborator due</p>

Date	Topic	NC SLM Professional Standards Addressed	Readings	Assignments Due & Notes
	<p>curriculum, you need to understand the community you are serving. What kind of information is important? How does this information potentially inform the library program?</p>	<p>increase opportunities for resource sharing.</p> <ul style="list-style-type: none"> • <i>Standard 2:</i> Collaborate with members of the school community in assessing needs and using needs assessment information to inform the school’s collection development plan. 	<p>curriculum maps. <i>School Library Media Activities Monthly</i>, 25(9) 44-45. [Sakai]</p> <p>Howard, J. K. (2010). Information specialist and leader—Taking on collection and curriculum mapping. <i>School Library Monthly</i>, 27(1), 35-37. [Sakai]</p> <p>Donham, Chapter 4 & 5</p> <p>Kretzmann, John P. & John L. McKnight. Introduction to "Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets" [Sakai]</p> <p>Sample school library community analysis: http://www.slideshare.net/amytaylor/lswhs-community-analysis-amy-taylor</p>	
9/28	<p>Collaborative Planning & Teaching</p> <p><u>Questions to Consider:</u> Why is collaboration critical for teaching for understanding? What are the various levels of collaboration and how do you decide which is best for a particular situation?</p>	<ul style="list-style-type: none"> • <i>Standard 1:</i> 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. • <i>Standard 2:</i> 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 	<p>Donham, Chapter 6</p> <p>Harada & Yoshina, Chapters 10-12</p> <p>Montiel-Overall, P. (2010). Further Understanding of Collaboration: A Case Study of How It Works with Teachers and Librarians. <i>School Libraries Worldwide</i>, 16(2), 31-54. [Sakai]</p> <p>Kilker, J. (2012). School and community connections for collaboration and coteaching. <i>Knowledge Quest</i>, 40(4), 38-45. [Sakai]</p> <p>Marcoux, B. L. (2007). Levels of collaboration: Where does your work fit in? <i>School Library</i></p>	<p>**Bring Standards for the 2st Century Learner in Action to class</p>

Date	Topic	NC SLM Professional Standards Addressed	Readings	Assignments Due & Notes
			<i>Monthly</i> , 24(4), 20-24. [Sakai]	
10/5	<p>Designing Instruction (Backward Design)</p> <p>Selecting & Organizing Content</p> <p><u>Questions to Consider:</u> How do you design instruction for understanding? What are essential questions and how do they guide inquiry-based learning?</p>	<ul style="list-style-type: none"> • <i>Standard 4:</i> Use a variety of instructional strategies, resources, and assessment tools to provide digital-age learning experiences. • <i>Standard 4:</i> Collaboratively design, deliver, and assess instructional activities that empower learners to read across multiple formats and media. 	<p>Wiggins, Grant & McTighe Jay. “Backward Design” [Sakai]</p> <p>Stripling, B. K., & Harada, V. H. (2012). Designing learning experiences for deeper understanding. <i>School Library Monthly</i>, 29(3), 5-12. [Sakai]</p> <p>Kramer, P. K. (2011). Common Core and School Librarians: An Interview with Joyce Karon. <i>School Library Monthly</i>, 28(1), 8-10. [Sakai]</p>	<p>**Community analysis due</p> <p>**At least three blog posts must be written</p>
10/12	<p>Designing Instruction (Backward Design)</p> <p>Techniques for Inquiry Teaching & Learning</p> <p>WORK SESSION: #1 with Dr. Anderson’s students (8:45-10:00)</p> <p><u>Questions to Consider:</u> How do you design instruction for understanding? What instructional techniques support inquiry for teaching & learning?</p>	<ul style="list-style-type: none"> • <i>Standard 4:</i> Use a variety of instructional strategies, resources, and assessment tools to provide digital-age learning experiences. • <i>Standard 4:</i> Collaboratively design, deliver, and assess instructional activities that empower learners to read across multiple formats and media. 	<p>NC Science Standards K2, 3-5</p> <p>Subramaniam, M., Ahn, J., Fleischmann, K., & Druin, A. (2012). Reimagining the role of school libraries in STEM education: Creating hybrid spaces for exploration. <i>Library Quarterly</i>, 82(2), 161-182.[Sakai]</p> <p>Subramaniam, Mega; Ahn, June; Waugh, Amanda; Taylor, Natalie Greene; Druin, Allison; Fleischmann, Kenneth R.; Walsh, Greg. (2013). Crosswalk between the "Framework for K-12 Science Education" and "Standards for the 21st-Century Learner": School Librarians as the Crucial Link. <i>School Library Research</i>, 16. [Sakai]</p> <p>Also: Reread Harada & Yoshina, Chapters 10-12</p>	<p>Bring the following items with you to your work session:</p> <ol style="list-style-type: none"> 1. Community analyses 2. NC Elementary Science Standards <p>Wiggins & McTighe Key Design Elements template [Sakai]</p>

Date	Topic	NC SLM Professional Standards Addressed	Readings	Assignments Due & Notes
			<p>Review slides from session on Collaborative Planning & Teaching</p> <p>You may also want to look at some elementary science lesson plans. Utah Curriculum Resources (http://www.uen.org/Lessonplan/LPview.cgi?core=1217)</p> <p>Massachusetts Department of Education Model Curriculum Units http://www.doe.mass.edu/candi/model/files.html</p> <p>Virginia Department of Education (http://www.doe.virginia.gov/testing/sol/standards_docs/science/2010/lesson_plans/)</p>	
10/19	<p>Information Literacy Standards</p> <p>Research Models</p> <p><u>Questions to Consider:</u> What is information literacy? What are information literacy skills? How does information literacy relate to student achievement within content areas?</p> <p>What are the some of the most commonly used</p>	<ul style="list-style-type: none"> • <i>Standard 1:</i> Provide leadership and support for establishing, promoting, and sustaining the effective use of information resources and technology tools. • <i>Standard 4:</i> Collaborate, model and promote effective strategies for accessing, evaluating, and synthesizing information resources to support teaching and learning. 	<p>Donham, Chapter 11 (3rd edition, Chapter 12)</p> <p>Take the <i>Information Competency Assessment Instrument</i> (PDF in Sakai, paper copy handed out 9/15)</p> <p>Skim <i>Standards for the 21st Century Learner in Action</i> (all, but pay special attention to pp. 5-16)</p> <p>Thomas, N. Current trends in information research and information skills instruction – Chapter 6 [Sakai]</p> <p>Head, A.J. (2012, December 8). Old-school job skills you won't find on Google. Seattle Times. http://seattletimes.com/html/opinion/2019857185_alisonheadopedxml.html</p>	<p>** Research Model Analysis due</p> <p>**Bring Standards for the 21st Century Learner in Action to class</p>

Date	Topic	NC SLM Professional Standards Addressed	Readings	Assignments Due & Notes
	<p>research models? How can these research models be used to teach for understanding? How can they provide a framework for inquiry-based instruction?</p>		<p>Review North Carolina Information and Technology Standards http://www.ncpublicschools.org/acre/standards/new-standards/</p> <p>ISTE National Educational Technology Standards for Students http://www.iste.org/standards/nets-for-students.aspx</p>	
10/26	<p>Traditional Literacy – Text complexity and close reading</p> <p><u>Questions to Consider:</u> What reading skills does the 21st century demand? What strategies can school library media specialists use to support 21st century reading?</p>	<ul style="list-style-type: none"> • <i>Standard 4:</i> Promote reading as a foundational skill for learning. 	<p>Donham, Chapter 9</p> <p>Beginner’s Guide to Text Complexity [Sakai]</p> <p>Video: Simplifying Text Complexity: https://www.teachingchannel.org/videos/simplifying-text-complexity</p> <p>Olga Nesi, Olga. (2012). <i>The Question of Text Complexity: Reader and task trump traditional</i> [Sakai]</p> <p>Boyles, Nancy. (2012/2013). Closing in on close reading. <i>Educational Leadership</i> 70(4), 36-41. [Sakai]</p> <p>Cummins, Sunday (2013). Tackling information text. <i>Educational Leadership</i> 71(3), 69-72. [Sakai]</p> <p>Video: Expeditionary Learning: Close Reading Strategies with Informational Text https://www.engageny.org/resource/close-</p>	

Date	Topic	NC SLM Professional Standards Addressed	Readings	Assignments Due & Notes
			reading-strategies-with-informational-text-by-expeditionary-learning	
11/2	<p>Students as Learning Audience : Part 1 Learner Characteristics, Differentiated Instruction</p> <p><u>Questions to Consider:</u> How do learning characteristics shape teaching for understanding? How do learner characteristics impact teaching strategies, resources, student grouping, etc?</p>	<ul style="list-style-type: none"> • <i>Standard 4:</i> Support differentiation of instruction by choosing and modifying learning strategies, tools, and resources to meet the needs of all learners • Demonstrate effective strategies to discover student interests and learning styles and to assist them in finding engaging and appropriate information resources • <i>Standard 2:</i> 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 • Use technology skills and innovative strategies to support the dynamic participation and engagement of all learners, including those with special needs. 	<p><i>School Reform and the School Library Media Specialist</i>—Chapters 8 & 9 [Sakai]</p> <p>Armstrong, T. “The Foundations of the Theory of Multiple Intelligences” [Sakai]</p> <p>Felder, R. M. (2011). Are learning styles invalid? (Hint: No!). http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/LS_Validity(On-Course).pdf</p> <p>The Mysterious Workings of the Adolescent Brain http://tinyurl.com/ps56f9z</p> <p>Bush, G. (2006). Differentiated instruction. <i>School Library Media Activities Monthly</i>, 23(3), 43-45. [Sakai]</p> <p>Culturally relevant teaching. http://www.learnnc.org/lp/pages/4474</p> <p>Video: Introduction to Culturally Relevant Pedagogy https://www.youtube.com/watch?v=nGTVjJuRaZ8</p>	
11/9	WORK SESSION: #2 with Dr. Anderson’s students (9:00-11:00)			Bring the following items with you to your work session: 1. NC Elementary Science Standards

Date	Topic	NC SLM Professional Standards Addressed	Readings	Assignments Due & Notes
				2. Wiggins & McTighe Key Design Elements template [Sakai]
11/16	<p>Students as Learning Audience: Part 2</p> <p>Classroom management</p> <p>How do learner characteristics impact classroom management?</p>	<ul style="list-style-type: none"> • <i>Standard 4:</i> Support differentiation of instruction by choosing and modifying learning strategies, tools, and resources to meet the needs of all learners • Demonstrate effective strategies to discover student interests and learning styles and to assist them in finding engaging and appropriate information resources • <i>Standard 2:</i> 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 • Use technology skills and innovative strategies to support the dynamic participation and engagement of all learners, including those with special needs. 	<p>Ten Tips for Classroom Management [Sakai]</p> <p>Culturally responsive classroom management strategies http://steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mgmt%20Strat2.pdf</p> <p>Watch a few short videos of classroom management practices in action:</p> <p>Tricks of the Trade: Classroom management tips for teachers (video playlist) http://www.edutopia.org/classroom-management-teacher-tips-video</p> <p>Video Playlist: 9 Strategies for Effective Classroom Management https://www.teachingchannel.org/blog/2014/01/24/video-playlist-classroom-management/</p>	
11/23	<p>Assessment</p> <p><u>Questions to Consider:</u> What is assessment?</p>	<ul style="list-style-type: none"> • <i>Standard 4:</i> Utilize knowledge of appropriate assessment strategies to collaboratively design and facilitate innovative 	<p>Donham, Chapter 12 (3rd edition, Chapter 13)</p> <p>Harada & Yoshina: Chapters 1-9</p>	<p>**All blog posts must be made</p>

Date	Topic	NC SLM Professional Standards Addressed	Readings	Assignments Due & Notes
	<p>What role does assessment play in teaching for understanding? What are some effective tools for assessment? How do librarians incorporate assessment into their instruction?</p>	<p>assessment of information and technology skills within content areas</p> <ul style="list-style-type: none"> • <i>Standard 5: School Library Media Coordinators analyze student learning.</i> 	<p>Wiggins, G. (2014). Final exams vs. projects – nope, false dichotomy: a practical start to the blog year http://grantwiggins.wordpress.com/2014/01/01/final-exams-vs-projects-nope-false-dichotomy-a-practical-start-to-the-blog-year/</p> <p>Wiggins, G. (2012). 7 keys to effective feedback. <i>Educational Leadership</i>, 70(1), 10-16. [Sakai]</p> <p>Louis, P., & Harada, V. H. (2012). Did students get it? Self-assessment as key to learning. <i>School Library Monthly</i>, 29(3), 13-16. [Sakai]</p> <p>Harada, V. H., & Yoshina, J. M. (2006). Assessing learning: The missing piece in instruction? <i>School Library Monthly</i>, 22(7), 20-23. [Sakai]</p>	
11/30	<p>Evidence-Based Practice Assessing the Library Program</p> <p><u>Questions to Consider:</u> What is evidence-based practice? How does it inform teaching for understanding? How can it be used to promote the profession of school librarianship?</p>	<ul style="list-style-type: none"> • <i>Standard 5: Conduct action research to determine the impact of library services on student achievement</i> 	<p><i>Empowering Learners</i>, pp. 30-31</p> <p>Harada & Yoshina, Chapter 13</p> <p>Donham, Chapter 13 (3rd edition, Chapter 14)</p> <p><i>School Reform and the School Library Media Specialist</i>—Chapter 4 [Sakai]</p> <p>Kaaland, C., et al. (2010). Notes from the bullet train: Communication as a key to administrative support. <i>School Library Monthly</i>, 26(8), 45-47. [Sakai]</p>	<p>**Lesson plan(s) due</p>

Date	Topic	NC SLM Professional Standards Addressed	Readings	Assignments Due & Notes
12/5 Saturday – 8:30-11:00	The Nuts and Bolts of Running a School Library Program	<ul style="list-style-type: none"> • <i>Standard 3</i>: School library media coordinators implement a comprehensive 21st century library media program. 	<p>Empowering Learners, pp. 32-42 Donham, Chapters 7, 8, and 14 (3rd edition, 7, 8, 10, 14)</p> <p>Valenza, Joyce Kasman & Johnson, Doug. (2009). “Things That Keep Us Up at Night.” <i>School Library Journal</i> 55(10), 29-32. http://www2.curriculum.edu.au/scis/connections/things_that_keep_us_up_at_night.html [Sakai]</p> <p>Johnson, Doug. (2009). Head for the edge: Starting off on the right foot. <i>Library Media Connection</i>, 27(6), 98. [Sakai]</p>	<p>** Student Presentations</p> <p>**The School Library Media Specialist in the School Learning Community due Saturday 12/5 by 5:00</p>