

LIS S671: School Media Management

Department of Library and Information Science

Indiana University School of Informatics and Computing, Indianapolis

Fall 2018

NOTE: Good teachers are responsive to students' changing needs. All project assignment descriptions detailed here are in their **final** format. However, if "in-flight" corrections are needed to maximize your educational experience, I reserve the right to make those changes as needed **including adjusting due dates** to give ample time for work. Due dates **will not** be moved sooner, but will occasionally be extended based on my professional judgement and/or student feedback.

Please recognize that projecting your learning trajectory for the next 16 weeks is difficult! It's not really "teaching" if I ignore your needs and requests throughout the semester!

Section No.: 24256 *Credit Hours:* 3 (required for School Library Track)
Time: Online *Location:* Online; Asynchronous
Instructor: Kym Kramer, MLS, Director of School Library Education, Lecturer
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Session Structure: This course will be delivered through an asynchronous, on-line interface (Canvas). Each **Monday by 6:00 PM** I will post the session's lecture presentation, activities, and study materials. See page 2 for more details! **Please always begin each week's module by watching the Session Presentation.**

OF IMMEDIATE IMPORTANCE AND UNDERSTANDING: School librarians are also known as **teaching librarians**. The use of this term should convey that first and foremost, this profession is one of strong pedagogy, ever-growing understanding of curriculum design and integration, and collaboration with people of all ages to teach, IN ADDITION to the library program management piece. When done properly, this profession has a high level of contact with other people, often through roles of instructor and school leader.

This course requires access to a **minimum** of one school library with a **certified school librarian**. **For this reason, physically going to a school (public, private, parochial) will be required. You must have this type of access in order to successfully complete this course. To access this school library, there is a strong chance you will have a criminal background check. If you currently work in a school, you WILL be allowed to use your own school.**

Required Textbooks and e-Resources

ALA Publications. National School Library Standards for Learners, School Librarians, and School Libraries (AASL Standards). Chicago, IL : American Association of School Librarians, a division of American Library Association, 2018. ISBN-13: 978-0-8389-1579-0

- Use the **Student Membership Required Text voucher** to receive a "bundle" of the text and a free year of membership for \$99.00!
- These new standards for AASL form the bedrock of a highly effective school library program. You will use them in your course work, as well as in your practice. They are required for S671 and S574.
- **Student Membership** to ALA/AASL (\$72/up to 5 years)

- Use the Student Membership Required Text voucher to receive your **first year free**. After that, a student rate can be used for five years. Send in the voucher to receive a discount purchase code from ALA.

Group Book Study Book

- A book on a topic of your choosing related to leadership topics introduced in an early class session.

Other Helpful School Library Management Resources

- *School Library Management*. Edited by Judi Repman and Gail K. Dickinson. Columbus, OH: Libraries Unlimited, 2015. Seventh Edition. ISBN: 978-1-61069-140-6
- Butler, Rebecca. *School Libraries 3.0: Principles and Practices for the Digital Age*. Rowman and Littlefield, 2015. ISBN-13: 978-0810893122
- Moreillon, Judy. *Maximizing School Librarian Leadership: Building Connections for Learning and Advocacy*. Chicago, IL: ALA Editions, 2018. ISBN-13: 978-0838915257
- Morris, Betty J. *Administering the School Library Media Center*. Westport, CT: Libraries Unlimited, 2010. 5th Edition. ISBN: 978-1-59158-689-0, pbk.

Other Helpful Curriculum Design Resources

- Wiggins, Grant and Jay McTighe. *Understanding by Design Guide Set (2 books)*. ASCD, 2014. ISBN-13: 978-1416618812, pbk.
*As of 2018, this book has become a required text for S574 Instructional Design.

Where and When and How

This web-based course is delivered asynchronously via Canvas. There are no scheduled class meeting times but there are assignments and/or online posts due. **Additionally, we will be using Zoom Video conferencing at least once this semester.**

Each week: I will post an online presentation that will go over the concepts for the assigned content. **This session will be the opening component for each module and should be listened to first.** The sessions will be made up of three components:

- **Text screens:** layer ONE of the content / basic / key points / visual representations
- **Audio commentary:** layer TWO that does **not** read the screens / key to understanding what we are discussing / you will be LOST if you cannot hear audio
- **Video content:** I will include video when I feel it enhances what we are discussing. You will be required to use video via Zoom conferencing at least once this semester.

Some assignments will require visiting a school library near you in person. All course materials are grouped by session in the **Modules** tool (click on the icon in the Canvas tools at the left of your screen). Written assignments are uploaded to and graded within the **Assignments** tool. Grades and feedback are sent via the **Assignments** tool, but are also available in the **Gradebook** tool. An on-line class community is designed through conversations which are held in the **Discussions** tool.

Please contact me right away if you have questions or concerns about any aspect of the delivery of this class.

Communication: I will be on Canvas and IU e-mail each day, often early in the morning and late in the evening. I will make every attempt to respond to your e-mails within 24 hours. However, some of the rest of my duties

entail fieldwork in the form of Student Teaching and Intern supervision. I am often tied up for hours without e-mail access, but will respond as quickly as possible. If you do not hear back from me within 48 hours, please DO contact me again. You won't hurt my feelings or upset me by contacting again, but I do expect you to advocate for your own education by helping make sure your needs stay on my radar. It is easy to "lose threads" when trying to keep so many students' needs in mind.

Email: Please use Canvas e-mail for ALL questions related to this course. **Please remember as well:** Indiana University uses your IUPUI email account as an official means of communication, and students should check it **daily** for pertinent information. Although you may have your IUPUI email forwarded to an outside email account, please email faculty or staff from your IUPUI email account.

S671 Course Vision:

School library programs have been evolving for over the past half century. An idea that once emphasized **a place** in the school has changed gradually to envision a **vibrant, inclusive, dynamic, evaluative portion** of the school curriculum **led by a highly-effective certified teacher**. Looking at this evolution and a school librarian's role in this vision is the thrust of this course. This course provides an in-depth examination of the collaborative school librarian and his/her role in the leadership (not just support) of the education community; development of inquiry learning opportunities imbedded within standards-based curriculum; collaborative lesson and unit planning and teaching; advocacy of the right to learn through open access and responsible use of information in all formats; and the evaluation of programs, staff, teacher and student performance relevant to information, technology, and media literacy standards.

Albeit the lion's share, the teaching role is only **one aspect** of the modern school library professional's job. Additionally, collection management and marketing of the school library program are other roles. Further, a survey of the basic elements for the facets of management of a school library program include the process for planning, public relations, staff development, developing a leadership role, budgeting, purchasing and collection development, technology integration and exploration, state and national program evaluation, and facility design. Ours is a dynamic, energizing, intellectually stimulating profession, and this course explores these concepts.

S671 Course Description:

School librarians must see themselves as teachers—crucial instructional leaders in the overall structure of the school. The information, media, and technology literacy skills that are the basis of our "curriculum" are taught most effectively when they are imbedded within classroom standards-based curriculum rather than taught as isolated lessons. The activities for this course are meant to both help you become familiar with the content, but also to give you various opportunities to participate in brain-compatible instruction techniques. The course is taught from a predominantly constructivist perspective meaning you are expected to "construct" learning with your instructor and classmates rather than be an idle participant.

In addition to the instructor role, school librarians must be fiscal agents, publicists, free speech and ethical use advocates, professional development coaches, student and teacher empowerment agents, and visionaries. Group discussions will be designed to stimulate your thinking, not provide all the answers.

Most importantly, this course emphasizes the teacher librarian as a professional responsible for curricular leadership with the school community. It is no longer acceptable for a school librarian to "fly under the radar." Rather, this role requires cutting-edge thinking, vision for what is possible but unknown or untried, and the tenacity to take educated risks. It is imperative that students in this session challenge their own thinking to explore what a top-notch school library program CAN and SHOULD look like!

S671 Enduring Understandings:

Enduring Understandings are statements of the key conceptual underpinnings of a study. They are the concepts that will be wrestled with through readings, exercises, discussions, projects, and self-reflection. Ultimately, they are the things a teacher wants “all students to know always.”

1. **An effective 21st Century school library program is a radical shift from the past.**
2. **The role of a school librarian is multi-faceted and dynamic.**
3. **To be an effective school librarian you must be a master teacher.**
4. **Standards guide school library program development and evaluation.**

S671 Course Goals and Learning Outcomes

By the end of the semester, S671 students will:

1. **Generate a profile of their school library program including all crucial components learned during the semester. (Partially manifested through Mastery Project 2)**
 - a. Analyze and internalize the philosophy and content of the 2018 AASL *National Guidelines for Learners, School Librarians, and School Libraries*.
 - b. Apply a process for establishing priorities and gaining resources to meet goals, objectives, and actions to improve school library programming.
 - c. Identify the typical public school budget accounts and describe a budgeting process for school library programs.
 - d. Plan and evaluate program decisions based on analysis of data gathered locally and compared to data provided from state and national sources.
 - e. Address key issues in school librarianship and the needs for evidence-based decision making.
2. **Articulate their role as school librarians within the school library program they design. (Partially manifested through Mastery Project 1)**
 - a. Identify the various roles of those associated with an innovative school library program.
 - b. Lead collaborative planning conversations with colleagues in order to design instruction that integrates standards encompassing content area concepts, information literacy, technology literacy, and/or media literacy standards.
 - c. Use state grade-level curriculum standards and/or Common Core standards to plan, teach and evaluate instruction that imbeds information, media, and/or technology literacy within the classroom content.
 - d. Implement teaching methods, collaborative planning techniques, learning styles, and evaluation processes that are associated with the effective instruction.
 - e. Experiment with state and national professional education associations relevant to school library services.
 - f. Identify the major names, state and national, current and historic, in the development of school library programs, as well as within education literature in general.

The instructor will:

- Carefully choose readings and plan activities that will build students’ enduring understandings of the course material.
- Strive to increase the impact of future practicing school librarians by encouraging visionary understandings of their role as educational leaders in the school community.
- Be responsive to students’ needs and questions.
- Judge student performance fairly in accordance with the LIS grading policy and the expectations for the assignments outlined in this syllabus and rubrics.
- Treat students as individuals and allow them to create a set of learning opportunities that are best for their situation and goals.

IUPUI MLS Program Goals with Learning Outcomes for S671: <https://soic.iupui.edu/lis/master-library-science/learning-outcomes/>

Students who complete this course will be able to:

PG 1 Approach Professional Issues with Understanding

1.2 Anticipate emerging trends and respond proactively

PG 2 Assist and Educate Users

2.1 Analyze and identify the information needs of diverse communities of users

2.2 Educate users and potential users to locate, use, and evaluate information resources and tools

2.3 Analyze and evaluate information systems and services in a variety of settings

PG 4 Manage and Lead Libraries and Other Information Organizations

4.1 Perform basic managerial functions, including planning, budgeting, and performance evaluation

4.2 Communicate effectively to a variety of audiences

4.3 Apply theories of organizational behavior and structure

PG 6 Research Effectively

6.1 Design, conduct, interpret, and take action based upon research and evaluation

PG 7 Deploy Information Technologies in Effective and Innovative Ways

7.1 Implement and evaluate information and communication technologies for efficiency, usability, and value to user

Conceptual Underpinnings for S671:

This required school library core course supports the exploration of the following [ALA/AASL Standards for Initial Preparation of School Librarians](#) as formulated by the American Library Association in 2010. "The ALA/AASL Standards for Initial Preparation of School Librarians apply to all master's programs that prepare candidates to develop and manage library and information services in a PreK-12 setting, regardless of degree name or professional title."

Standard 1: Teaching and Learning

1.1 Knowledge of learners and learning

1.2 Effective and knowledgeable teacher

1.3 Instructional partner

1.4 Integration of twenty-first century skills and learning standards

Standard 2: Literacy and Reading

2.4 Literacy strategies

Standard 3: Information and Knowledge

3.3 Information technology

Standard 4: Advocacy and Leadership

4.1 Networking within the library community

4.2 Professional development

4.3 Leadership

4.4 Advocacy

Standard 5: Program Management and Administration

5.3 Personnel, Funding and Facilities

5.4 Strategic Planning and Assessment

Class Assignments and General Evaluation Criteria

USE THESE FOR EVERYTHING:

- Listen to the **class presentation** each week. Assignments will be introduced and described during a **session presentation**. These are found in the **Modules**.
- Read the full assignment descriptions in the **Assignment Tool**.
- Turn in Assignments using the **Assignment Tool** or collaborative tools as directed.
- Review **graded** assignments by reading the in-line comments as well as the grade.
- Often lengths will be specified. When they are **not** specified in an assignment, you be the judge of how much you need to write to get your points across. Remember I am reading **MANY** documents. 😊 I do read and comment on each assignment.
- **Formatting:**
 - Use Times New Roman, Arial (something easily readable)
 - Submit the assignment in the prescribed format (.doc, .docx, .pdf, etc.). **The assignment will list the formats accepted.**
 - **Choose a style (MLA or APA) and follow it within an assignment**
 - Always use a standard citation style for materials referenced whether specifically requested or not. (MLA or APA is acceptable)
 - **1.5 or 2.0 spacing in between lines REGARDLESS of the style you choose (ease of reading)**
 - Following your style format, include the Assignment title for assignments
 - Include logical subject lines for your Discussion posts
- Projects and papers will have rubrics that accompany the work. I will have these out in adequate time for you to be able to prepare the work while referring to the criteria on which you will be graded. They will be posted in Canvas as they are introduced.
- Students are expected to do their own individual, original work. Work that is plagiarized (using other people's writings without attribution) or re-purposed (handing in work done for another class unless pre-approved) will result in the failure of that assignment. During any work for group summary assignments, you will not be penalized for sharing your classmates' thoughts, but if you are using their exact words you should place these in quotations.

S671 Resubmissions Policy

Occasionally assignments are misunderstood and therefore completed incorrectly. For many assignments in S671, you will have the opportunity to resubmit the work in an effort to better understand the concepts as well as raise your grade. However, the following guidelines apply to resubmissions:

- **Discussion Assignments** do **NOT** have resubmission options. However, if you miss a Discussions Assignment, it is still worth your time **to respond to the original post** to get partial credit.
- **NO resubmissions will be accepted if you skip a portion of the original assignment.**
- **Pulse reflections** have firm "windows of submission." When it's done it's done.
- All assignments have deadlines. However, if you need an extension and communicate with me clearly, life circumstances can be considered to negotiate more time.

REQUIRED COURSE ASSIGNMENTS

The following **required** assignments have specific due dates listed.

Please email me if you have questions on any of these.

Right to revise: A responsive instructor reserves the right to make changes to this initial timeline and syllabus information as necessary and, in such an event, will notify students of the changes immediately. Due dates will NEVER be moved earlier (sooner), but will occasionally be extended to insure student success.

Please note, the **Assignment Tool** in Canvas is directly linked to the **Syllabus Tool**. As I build the assignments for this class, the dates will automatically populate into the **Syllabus Tool**, thus creating a handy at-a-glance current listing of all due dates! This is a great feature of Canvas.

Session Modules:

Each session (week) you will access the **Modules** where I will make a **session presentation**. **Sessions will post by Mondays at 6:00 PM**. These presentations are designed around our readings, experiences, and discussions on the concepts in the field of school library studies. Additionally, we will capitalize on events that happen throughout the semester, as well as the experience and expertise you each bring to the class. **Beyond the assigned professional literature, you are expected to seek out and supplement your educational growth this semester through reading additional self-selected professional literature, observations, and firsthand experiences in the world of school libraries.** Together this will provide the foundational knowledge of the scope of the field of school library services. **There will be group knowledge-building activities that accompany these modules.** Resources will be organized in the weekly modules. Those resources accompanying a particular session topic will be available the day the module is posted on **Mondays**.

PLEASE GET IN THE HABIT OF LISTENING TO THE SESSION BEFORE YOU DO YOUR OTHER COURSE COMPONENTS AS I WILL OFTEN ADDRESS QUESTIONS THAT I HAVE RECEIVED.

Exceptions to Semester Calendar:

- **Fall Break: No session / No Discussion week of October 8-October 14**
- **Thanksgiving Break: No session / No Discussion week of Nov. 19-Nov. 25**
- **Final Deadline for ALL assignments including Resubmission: Wednesday, December 12, 2018**

Group Discussions:

This course benefits greatly from the incredible knowledge you each bring to the topics. The course **centers on** creating knowledge together as well as reflecting on what you are learning and how it is influencing your thinking and professional growth. Past experience with this course has shown that we all benefit exponentially beyond what you would get from a basic online course when we all contribute to its development.

As part of **MANY** sessions, there will be a **Discussion Topic assigned**. I also will use the Discussions to add to the following week's session presentation by using what you bring to the topic to deepen our work. **This is a dynamic, timely, and unpredictable part of our class, and it is much richer when all students participate fully.** Please take time to craft thoughtful posts as well as read and respond thoughtfully. I will strive to make sure this does not become a busy-work black hole by making judicious use of this component of sessions. **In turn, please recognize this as a key portion of our class.**

The Discussion cycle will work like this:

- Mondays:** If the session has an accompanying **Discussion**, it will appear in the session module
- By Thursdays at 11:59 PM:** Post **your initial response** to the Discussion prompt
- By Saturdays at 6:00 PM:** Read and respond to at least **two** peers' posts

The student will earn high points when he/she:

- responds to the assigned reflection prompt in the **Discussion Tool**
- initiates discussions by posting new questions or raising alternative viewpoints on issues
- shares observations that are relevant and **documented** through the readings, especially professional literature **beyond those listed as required**
- **references/cites** specific examples from **professional literature** to support points being made
- responds meaningfully to classmates' comments, issues, and questions
- stretches beyond requirements of the Discussion Cycle
- makes **personal connections** to topics through personal examples or idea generation
- clearly ties observations to those of fellow classmates and literature
- recommends a resource which helps a fellow student gain more understanding on an issue or topic
- summarizes information as evidence that either validates (supports) or suggests a different perspective (counters) and the information is referenced; such information may or may not agree with the student's personal opinion;
- helps others in class find meaning and relevance to the issues and information raised;

Assigned on Mondays

Post Your Initial Response by Thursdays 11:59 PM

Respond to TWO Peer's Posts by Saturdays at 6:00 PM EST

TOTAL POINTS: 5 points / Discussion and Response

Most Sessions

Philosophy Evolution: Pulse Reflections!

S671 is about thinking about being the best school library professional you can be. Hopefully your philosophy of your role will change and grow as you are influenced by your classmates, your readings, your experiences, and your teacher. Ultimately, by the end of the semester you should develop a strong philosophy of this profession. **Three times** during the semester you will craft in writing your philosophy during that snapshot in time. I will read them and comment specifically on the growth I have seen during the semester. You will NOT be graded on your opinions, but rather on your ability to reflect on what you are learning as well as **your ability to support your ideas with relevant literature, whether assigned or personally located, experiences, and assignments.** These reflections will be turned in through the **Assignment Tool**. These assignments have "submission windows" of approximately 10 days. After they close, no submission will be accepted.

Total: 5 points / Pulse

Sessions 1, 8, 14

Background Building Experiences

This semester we are going to sample several techniques for professional education. First and foremost, these will be short toe-dips into the varied ways school library professional keep up, move forward, and become school leaders in this ever-changing, fast-paced field. Many of these experiences will be shared with our learning community through social means such as our **Discussion Threads, Zoom Video Conferences, and our Google Tools** within Canvas.

1. Sampling Personal Learning Networks

- LM_NET Subscription and Review** Participation: August 28—September 30
- Knowledge Quest eCollab: Webinars / PD Session*** Participation: Oct. 1 ---Oct. 31
- Movers and Shakers: Bloggers, FB** Participation: Nov. 1—Nov. 30

*Requires student membership in ALA/AASL: You should use your Textbook Student Membership Waiver form to receive a FREE AASL student membership when you purchase your required text.

2. Annual Report Critiques:

School librarians make the work of the school library program visible in several ways. When constructed with meaningful information and understandable visuals, the annual report communicates the purpose, goals, and vision of the school library program to a variety of stakeholders. It can help guide personal professional development and expand the resources for the school library program as well. This assignment contains two parts. First **examine annual report exemplars and non-exemplars in Canvas or obtain these personally** from other practicing school librarians. Take notes on what components you see and find valuable and what you don't like or what is missing. Then, create an infographic or graphic organizer to describe the types of data you plan to include in **your own** annual report along with a description of each. A rubric will be supplied before the assignment due date so you can prepare your assignment with the criteria in mind.

Exploration and Analysis: Aug. 27—Sept. 10
Post Results in Discussion Cycle Week 4: 9/10—9/15

3. Professional Title Book Study: Small Group of 2-4*

Our profession touches many areas of professional education. There is never a shortage of pedagogy and theory that need to be examined and understood. Additionally, the fast-paced nature of our field makes it necessary to “keep up” on the cutting edge of change in order to be a curricular leader for your staff and students.

Early in the semester, we will examine broad areas of interest and some suggested titles. You will form a small group of readers either by comfort or topic preference. You will self-select a professional title and set a reading schedule with your group mates. You will NOT have to read the same book, but you will be reading on the same topic. You will read your book, meet* and discuss according to your planned schedule.* Explore what others have had to say about the publication, either through reviews or citation usage statistics. Analyze the enduring understandings you take from the book as a likely influence on your future practice as a school library school librarian.

***NOTE:** Your **meetings and discussion** will be conducted using the **Canvas Discussion Group interface**. During our first sessions of class we will explore ways to use electronic tools such as instant-conferencing tools, Canvas features, interactive conversation interfaces, or even meeting in person as ways to accomplish this assignment. **You are NOT required to physically meet unless you choose to.**

Cross-Campus Book Study Mixer: Using our technologies, we will have an electronic book mixer with students from the Longwood University School Library Program. The form of this mixer will develop as the semester progresses. Your responsibilities will be to have your book read by all group members and be ready to lead us through a fun and short exploration of your topic/books.

12 Points

Selection of book: T., Sept. 4

Posting to Canvas Group Discussions:

At least bi-weekly from Sept. 4—Nov. 5

Book Mixer Zoom Meeting Options: November 6 OR Nov. 11 via Doodle Poll vote

4. CHOICE Activity

Choose 1 of these Activities to do; Create your own Personal Learning Plan Timeline of when you will get it done prior to Nov. 16.

TOTAL: 12 POINTS

Your Personal Learning Plan Timeline DUE: T., Sept. 4

Choice Activity Finished by: Friday, Nov. 16

NOTE: The choice activity can be turned in at any point during the semester!

Learning Plan Timeline:

Write a one-page or less, descriptive timeline of what you plan to choose for your individual learning plan, the timing for completing the item, and your rationale for choosing the activity. **NOTE:** You may still change your mind and the timing from this point forward. This simply serves as a way to get you thinking about your responsibility for designing the curriculum and activities of this class to help you grow professionally. It is also strongly suggested you think about your personal needs for these experiences and make this assignment work for you!

Think of this compilation as your own **Personal Learning Plan**. It is similar to compiling an annual report for your supervisor. Construct it so you show what you have learned through personal inquiry, what you want to apply, and how these experiences will benefit your future goals. You will choose whatever format you feel will best represent your creativity to share this experience with the class. A rubric will be issued to guide your final product design.

CHOICES: Suggestions but not limited to...

- “Rock Star” School Librarian Shadow and Interview
- Conferences and Workshops in your area/state

Check to see if they have a student or volunteer rate; most do. Some suggestions include:

- LIS AASL Standards Workshop, Sat., September 29, 2018 IUPUI Campus, Indianapolis, IN
- [ISLA Annual Fall Conference](#), Sat., September 15, 2018 Purdue University, Ft. Wayne, IN
- [ICE: Annual Conference](#), October 11—12, 2018 Noblesville High School, IN
- [ILF: Annual Fall Conference](#), November 12-14, 2018 Indianapolis, IN—LIS will often fully pay your attendance in return for volunteering! Watch for the scholarship info!
- [Partnership for Inquiry Learning](#): Variety of workshops on Reading, Writing, and Math inquiry, Butler University, Indianapolis
- School districts often host one-day workshops as well
- **Websites, Wikis, OR Blog Comparison Inquiry and Reviews (comparison of 3 minimum)**
- **Technology / Innovation Inquiry and Review**
- **Facility Visits Write-Up**
- **Professional Presentation or Educator PD session designed and presented by YOU**
- **Shadowing / Program Visitations / Comparisons**
- **Volunteer as a school library clerk in a school library for the semester (especially great for those with no experience)**
- **Student Suggestion (must be approved by the instructor prior to submitting)**

Mastery Project 1:

Instructional Design Leader:

Collaborative Lesson Planning and Teaching with Accompanying Assessment Tool(s):

School librarians are first and foremost teachers. However, not everyone in our class has teaching experience. Additionally, I have discovered first hand many LIS students get all the way to student teaching having **never** taught in front of real live students. You will design a lesson plan centered on classroom content standards integrated with information, media, or technology literacy standards.

Direct instruction in our sessions will teach students how to conduct a co-planning session, how to design lesson plans that **integrate state and national standards*** with our areas of expertise, and how to write an accompanying assessment tool. **Presentations and Discussions** will help you identify a good collaborative teaching partner and placement. Rubrics will be provided with clear guidelines for this assignment.

***Must have the AASL Standards text for this portion of class.**

General Overview: The school librarian reaches out into the school environment to collaborate with classroom teachers. He/she is an equal partner in these situations, brings several areas of information science expertise to the partnership, and takes on the same roles as the classroom teacher. You will be provided a sample collaborative session between a school librarian and a classroom teacher to help develop these concepts.

For this project, you will need to select a classroom teacher with whom you will collaborate. Complete the following steps:

Step 1: Collaboration Conference

1. Prior to meeting with the classroom teacher, identify or design a **collaboration form** that you feel would help you identify the important elements of the project.
2. Conduct a co-planning session with your teacher and identify a project, series of lessons, or subject area in which you can collaborate. This may be a project the teacher already does; however, it could be enhanced through the collaboration effort.

5 points

Rubric Issued early-September

DUE by: Monday, October 15

Step 2: Co-Planned Lesson Design

3. Brainstorm and complete your lesson plan design in accordance to the Universal Backward Design® lesson plan format taught/reviewed in class.
4. Include one accompanying assessment tool. It may be either formal or informal assessment.
5. Lesson plans and assessment tools will be graded informally and returned PRIOR to the teaching portion of the activity. (See below)

20 points

Rubric Issued early-September

Lesson Plans DUE by: Monday, October 22

Step 3: Co-Teaching of Lesson:

Schedule with the teacher you created the collaborative lessons to co-teach the lesson. Video tape the session to be used for self-analysis later in the series.

10 points

Rubric Issued by late September

Teaching Completed between October 29—Nov. 30

Step 4: Analysis of Video Segment and Co-Teaching Reflection:

Within one week of finishing your teaching, you will write a reflection of the experience based on the videotaped session. The rubric will detail the questions upon which to reflect.

5 points

Rubric Issued by mid-October

Reflection DUE by: One week after teaching

Mastery Project 2:

Advocacy and Leadership Roles:

CHOICE 1: Award or Grant Application

To raise the visibility of the school library program or to advance curricular initiatives, school librarians pursue opportunities to showcase the work being done. Each year applications are accepted for the various awards and grants supported by AASL, ALA, ISTE, NCTE, ASCD, etc. Throughout this semester, we will use the curriculum topics we are exploring to think about how our advocacy efforts can make the school library program a vibrant, integrated, collaborative and visible curricular hub for a school.

OR

CHOICE 2: First Year Roadmap

Not currently a practicing school librarian? No worries, you'll use your wisdom to envision the school library program of your dreams based on the *AASL National Standards* to guide best practices as explored in this course. Using the template provided and the resources, discussion, and personal knowledge from this course, create a road map for your first year as a school librarian. Choose five of the AASL School Library Standards to focus on your first year. Highlight those in your roadmap. What better tool could you design to explore the development of your philosophy for school libraries and prepare you for your future job interviews?

45 Points

Rubric Issued Sept. 3

Upload Draft for Peer Review: Sunday, Nov. 18

Electronic Partner Match: Monday, Nov. 19, 9:00 a.m. EST

Peer Review Window: Nov. 19---Nov. 25

Final Draft DUE: Sunday, December 9

Course Administration and Policies

Personal Responsibility for Learning

The majority of graduate students are paying for their own education and often work at least part time. Often, they have families and other commitments. Therefore, they tend to be serious students who put in the time required to be successful in graduate school. There are, however, times when life seems to spiral out of one's control despite plans, efforts, or wishes. **When this happens, it is critical that you immediately communicate with me.** I make every effort to be a responsive educator vested in your success. I cannot understand or support you, though, if you fail to communicate concerns. I will, in turn, be transparent in my work.

If you experience any of the following, please alert me immediately:

- Your technology is causing you to be unable to access **both** visual and audio portions of the class---even a screen or two!
- Your technology makes it impossible to access the needed electronic resources for this course
- Something impedes your ability to complete assigned work

Grading

Your achievement of the course objectives will be measured on your online participation and written work. I provide general feedback to the class through my analysis of your **Discussion** both in the form of formal grades as well as synthesis that I use to design subsequent class presentations. Individual feedback and grades are issued for **Exercises and Assignments**. These are submitted, responded to, and returned through the **Assignment Tool** which populates the **Gradebook**. Always access the in-line annotations that accompany general grading comments by going back into the assignment to read these.

You are responsible for providing complete citations in all written assignments for materials you consult, quote, or otherwise borrow ideas from (short citations are acceptable for assigned materials) as well as for those you offer as resources in answer to questions. The style for presenting citations is up to you (MLA or APA), but please use one style consistently throughout your assignments.

Rubrics are used to grade some work in this class. Rubrics are shared several sessions prior to assignment due dates both verbally in the session presentations, as well as imbedded in the Assignment description.

Additionally, the **Discussion** work format and grading will be discussed in Sessions 1 and 2.

LIS S574 Grading Scale: Core Course for some tracks

A = 97—100%

A- = 92—96%

B+ = 88—91%

B = 84—87%

B- = 80—83%

NOTE: To satisfy this core (required) course for School Library Track, your final grade must be B- or above

AND your overall GPA at or above 3.0.

IU Grading Scale

A Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

B- Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ or below Unacceptable work. Student performance demonstrates incomplete and inadequate understanding of course materials.

Incomplete

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual timeframe. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year.

Administrative Withdrawal

A basic requirement of this course is that students participate in all class activities and conscientiously complete all required coursework and assignments. **If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor.** If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund.

Academic Misconduct

Students are expected to do their own individual, original work. Work that is plagiarized (using other people's writings without attribution) or re-purposed (handing in work done for another class) will result at the minimum in the failure of that assignment. You will learn from what other people do and post (in Discussions), but the only "group" work will be the Book Study and the Peer Review within the Final Project.

WHENEVER you quote from someone else you need to use quote marks. When you do not use quote marks, you are representing that wording as your own creation; this is plagiarism, even if you use a footnote/citation. In many assignments you are working directly with peers' work. Please use quote marks to clearly show what you yourself did not write.

If it appears that you have not marked work that is not your own, I will let you know. You may dispute this in a meeting (phone, email, or in person, at your choosing). You will need to re-do the assignment, and the existence of the incident will be reported, according to campus policy.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/>.

Accommodations

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. **Without proper documentation communicated directly to me by AES, accommodations cannot be granted.** The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 317-274-3241. Visit <http://aes.iupui.edu/> for more information.

Resources should be accessible to visually-impaired students. All assignment directions are in Word documents and described in the Class Session presentations. If assigned pdfs or websites are inaccessible, please contact me.

Students with hearing impairments who are not able to access the auditory components of the course should alert me immediately. **Class Session presentations automatically generate and contain closed captions that can be turned on as needed.** If the captions are not satisfactory, please contact me immediately.

Students who create projects for the publicly posted assignments should incorporate 'alt' tags for images or enough text so that the meaning is accessible to students using screen readers.

Campus Course Policies

There are several campus-wide policies governing the conduct of courses at IUPUI. These cover attendance, academic policy, and personal conduct, and can be found by clicking the [Campus Policies](#) link in the toolbar at the left of Canvas.