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Course Description

The course covers principles and processes underlying the successful administration of a school library media center and focuses on the changing roles and responsibilities of an effective and proactive school library media specialist.

LIS Program Objectives

This course addresses the following objectives of the LIS Program enabling students to

- Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments

- Demonstrate an understanding of the principles of administration applicable in libraries, archives and information centers

- Demonstrate basic competencies required for instructional program development in particular information environments

- Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available

- Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users

- Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies

In addition, faculty incorporate their research findings in the courses they teach.

Professional Expectations

All students in the Program are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students.php?page=profexp

Course Learning Objectives

The student will identify and analyze the following through course assignments and course interaction:

- Role of the school library media center within the local and national contexts of a changing education scene

- Key issues emerging in school librarianship ranging from information access to roles in school reform and student achievement
Theories and processes involved in managing personnel, resources, facilities, and budget

Role of the school library media specialist in collaborating with teachers to develop curriculum and integrate information literacy with content standards

Impact of technology on instruction and management of an effective library media center

Implications of research on current practices in the field

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

Research Methods

The case study as a form of research is incorporated into this course.

Required Texts


Technology Requirements

The following are basic requirements for this course:

- Access to personal computer with word processing software and web browser
- Ability to do basic word processing and create Word documents
- Access to and ability to use the Internet
- Access to e-mail using a UH account

Note: If online course technologies such as Laulima is used, the student will be expected to check the Laulima web site for detailed information about browsers. Site: https://laulima.hawaii.edu/portal/site/?gateway/page/83b830e4-c4e8-4956-802c-d15534187267
**Scoring and Grading**

Our overarching goal is to build a professional community in which an exchange of ideas and opinions is respected and welcomed. As students, you will be responsible for establishing your own work schedules and internal deadlines. You need to be resourceful in locating and retrieving the information to complete your assignments. Importantly, you must be thoughtful in your communication with your peers, instructor, and resource people.

Points will be awarded for the following assignments.

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<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Points</th>
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<tr>
<td>Questions for case study</td>
<td>9/15</td>
<td>5</td>
</tr>
<tr>
<td>Hot topics - presentation</td>
<td>9/29, 10/6</td>
<td>10</td>
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<tr>
<td>Ch 2 draft</td>
<td>10/13</td>
<td>3</td>
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<tr>
<td>Critical friend – ch. 2</td>
<td>10/20</td>
<td>2</td>
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<td>Ch 3 draft</td>
<td>10/27</td>
<td>3</td>
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<tr>
<td>Critical friend – ch. 3</td>
<td>11/3</td>
<td>2</td>
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<td>Ch 4 draft</td>
<td>11/10</td>
<td>3</td>
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<tr>
<td>Critical friend – ch. 4</td>
<td>11/17</td>
<td>2</td>
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<tr>
<td>Personal vision - presentation</td>
<td>12/1</td>
<td>10</td>
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<tr>
<td>Case study – final version*</td>
<td>12/3</td>
<td>30</td>
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<tr>
<td>Attendance, participation**</td>
<td>Ongoing</td>
<td>5</td>
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<tr>
<td>TOTAL POINTS</td>
<td></td>
<td>75</td>
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**Attendance, participation**: This course relies heavily on discussions and hands-on tasks in class. Therefore, punctuality, attendance, and participation are crucial factors to the success of the course and they will be scored. Everyone begins the course with 5 points—points will be deducted for unexcused absences, chronic tardiness, and lack of preparation for in-class tasks.

The points will be converted to the following letter grades:

| A+ = 74 to 75 | B+ = 62 to 65 |
| A = 70 to 73  | B = 58 to 61  |
| A- = 66 to 69 | B- = 54 to 57 |
QUESTIONS FOR CASE STUDY

Rather than the instructor generating the list of questions for the case study, we will be collaborating as a class to devise the questions for the three chapters that focus on learning and teaching, information access and delivery, and administration. The questions should be based on principles embedded in *Information Power (IP2)*, *Standards for the 21st Century Learner*, and *Libraries for Excellence (LiFE)*.

**Objectives**

Generating the questions for the case study enables you to
- Demonstrate your understanding of the principles embedded in the national and state guidelines for library media centers
- Contribute to the questions that will frame your case study
- Collaborate with colleagues in developing a strong foundation for your research

**Organization and content**

We will use a modified “jigsaw” method of cooperative learning for this task. To do this:
- The class will be divided into teams.
- Each team will be assigned one of the 3 focus areas: learning and teaching, information access and delivery or administration.
- Each team will read the chapters or sections in *IP2* and *LiFE* that are pertinent to the assigned focus.
- Each person on the team will create 5 questions related to the assigned focus.
- In class, members will share their questions within their respective team members. As a group, they will consolidate their work into one list of clearly stated questions that are usable in a case study interview.
- As instructor, I will collect the lists, edit, and consolidate them. These lists will be used in the case study investigations.

**Assessment criteria**

We will use the following criteria to assess the questions:

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<tr>
<td>5 pts.</td>
<td>All 5 questions focus on important aspects of school librarianship that are reflected in <em>IP2</em> and/or <em>LiFE</em>. All questions are clearly stated.</td>
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<tr>
<td>4 pts.</td>
<td>4 of the questions meet the above criteria.</td>
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<tr>
<td>3 pts.</td>
<td>3 of the questions meet the above criteria.</td>
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<tr>
<td>2 pts.</td>
<td>2 of the questions meet the above criteria.</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Only 1 of the questions meets the above criteria.</td>
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</table>
The case study will be your major assignment in this course. Developing a case study is a form of research that entails a close and careful investigation of an individual, program or organization. In this course, you will select a single library media center in Hawaii as your focus of analysis. This form of research involves multiple methods of data collection including interviews, observations, and document analysis. It requires visits and observations over a period of time. Through such a study, valuable insights may be gained about the complexities of administering today’s library media centers. For background reading about case study as a research method, refer to the following:


Tellis, Winston. Introduction to Case Study. The Qualitative Report vol. 3 no. 2 (July, 1997). Available at http://www.nova.edu/ssss/QR/QR3-2/tellis1.html

Objectives
The case study enables you to
- Demonstrate your understanding of the principles of effective library media centers that are identified in Information Power: Building Partnerships for Learning (IP2), Standards for the 21st Century Learner (Standards), and Libraries for Excellence (LiFE)
- Relate the principles in IP2, LiFE and the Standards to functions and services in a library media center
- Collect relevant data through a systematic method of on-site observations, interviews, and through examination of pertinent school documents
- Reflect on your on-site work in light of additional readings and course discussions
- Analyze and synthesize findings in a coherent, thoughtful study
- Articulate your own emerging vision for school library media centers

Organization and content
The completed case study should include:
- Cover page
- Acknowledgments (optional)
- Table of contents
- Chapter 1: Background information on school
- Chapter 2: Library: Learning and teaching practices
- Chapter 3: Library: Information access and delivery
- Chapter 4: Library: Administrative operations
- Chapter 5: Conclusion
- References

Cover page and acknowledgments
The cover page should include the name of the school library, your name, the course title and semester. Acknowledgments—on a separate page—are optional. There may be special people you wish to thank for helping you with the case study. If so, please mention them here.

Table of contents
Include a table of contents to help the reader access chapters easily.
Chapter 1: Background information on school

Write this in a narrative essay (minimum of 750 words). Include the following data about the school:

- Geographical location
- Grade levels
- Socioeconomic makeup of community
- Size of student population, retention rate
- Scholastic standing (AYP status if Hawaii DOE school, test scores)
- Size of faculty, number of certified teachers
- School priority goals (based on school’s improvement plan; for Hawaii DOE schools, this would be the school’s academic and financial plan)
- Library facilities, adequacy of space
- Highlights of School Quality Survey (for Hawaii DOE schools)
- If available--accreditation results (based on last review)

Note: For Hawaii DOE schools, much of this information is available in the DOE School Status and Improvement Reports at [http://arch.k12.hi.us/school/ssir/ssir.html](http://arch.k12.hi.us/school/ssir/ssir.html)

Chapter 2: Library: Learning and teaching practices

- Part 1 (minimum of 750 words) is a narrative summary of the information actually collected through observations, interviews, and documents. The class will create a set of questions that everyone will use to collect the data about learning and teaching practices.
- Part 2 (minimum of 750 words) is a narrative summary of relevant information that you have gleaned from readings. It should include references to IP2, Standards for the 21st Century Learner, and the School Reform and Donham texts. In addition, it must include at least two additional readings of your own choice.
- Part 3 (minimum of 750 words) is your reflective analysis of your findings. The essential questions to address:
  - What are the strengths of the current program?
  - In what areas might it be improved or changed? Provide specific examples.

Chapter 3: Library: Dealing with information access and delivery

- Part 1 (minimum of 750 words) is a narrative summary of the information actually collected through observations, interviews, and documents. The class will create a set of questions that everyone will use to collect the data about policies and practices in the area of information access and delivery.
- Part 2 (minimum of 750 words) is a narrative summary of relevant information that you have gleaned from readings. It should include references to IP2, Standards for the 21st Century Learner, and the School Reform and Donham texts. In addition, it must include at least two additional readings of your own choice.
- Part 3 (minimum of 750 words) is your reflective analysis of your findings. The essential questions to address:
  - What are the strengths of the current program?
  - In what areas might it be improved or changed? Provide specific examples.

Chapter 4: Library: Administrative operations

- Part 1 (minimum of 750 words) is a narrative summary of the information actually collected through observations, interviews, and documents. The class will create a set of questions that everyone will use to collect the data about administrative practices and issues.
- Part 2 (minimum of 750 words) is a narrative summary of relevant information that you have gleaned from readings. It should include references to IP2, Standards for the 21st Century Learner, and the School Reform and Donham texts. In addition, it must include at least two additional readings of your own choice.
- Part 3 (minimum of 750 words) is your reflective analysis of your findings. The essential questions to address:
  - What are the strengths of the current program?
  - In what areas might it be improved or changed? Provide specific examples.
Chapter 5: Conclusion
This is a summary of the important points that have surfaced from your case study findings. Respond to the following questions based on your case work, course readings, and discussions (minimum of 500 words):

- What appear to be the schoolwide priorities of this particular school?
- How does the library media program contribute to this school’s needs and priorities?
- What specific issues and challenges does the library media specialist face in this school?
- What factors make this library media center particularly effective? What might be changed and why?

References
Provide citations for all resources actually used in your case study. You may provide the citations at the end of the respective chapters or as a separate section at the end of the case study. Include citations for interviews, observation visits, school documents, as well as readings. Use any style manual of your choice for the citation format; just be consistent.

Assessment criteria
Use the following criteria to assess your work. I will apply the same criteria in scoring your drafts and final case study. You are able to

1. Complete all parts or sections of the chapter.
2. Accurately summarize information related to the questions for the respective chapter.
3. Thoughtfully analyze the strengths of the library media program and support your points with sufficient detail from case work and readings.
4. Identify possible areas for improvement and elaborate on strategies to accomplish change.
5. Present your information in a cohesive and clearly written essay.

Scoring for drafts of chapters
3 points = satisfactorily meets 4 or 5 of the 5 criteria
2 points = satisfactorily meets 2 or 3 of the 5 criteria
1 point = satisfactorily meets 1 of the 5 criteria

Scoring for final case study
The highest score possible is 30 points. Each of the 5 chapters will receive a maximum of 5 points if it satisfactorily meets the above criteria. In addition, a maximum of 5 points will also be given for the overall organization of the case study (including cover page, table of contents and references).
CRITICAL FRIENDS

Today’s school reform effort embraces the notion of developing professional learning communities among educators. Building a community of Critical Friends is one way to empower its members to learn from each other and strengthen practices. Art Costa and Bena Kallick define a Critical Friend as a “trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person’s work as a friend.” A friend is an “advocate for the success of the work.” Critical Friends form groups that meet to discuss topics of mutual interest. They share lesson plans and examine student works together. They often engage in peer classroom observations. Read more about this concept at


In this course, we will form partnerships to read and provide “friendly, critical feedback” on drafts of chapters 2, 3 and 4 of the case study.

Objectives

Participation as a Critical Friend allows you to

- Provide valuable commentary on drafts of the case study that will strengthen and clarify the final product
- Reflect on your own drafts and improve upon them as a result of this professional exchange

Organization and content

Written feedback for each chapter should be a minimum of 250 words. The writing style can be informal; however, the feedback should address the assessment criteria for the chapters. Besides the written feedback you will have an opportunity in class to discuss your comments with your partner.

Assessment criteria

Use the following criteria to assess your peers’ drafts. I will apply the same criteria in scoring your critiques. You are able to

1. Pose thoughtful questions and specific suggestions that might improve the chapter.
2. Support your remarks with adequate details that will be helpful to your partner.

Scoring for critiquing drafts

2 points = satisfactorily meets both criteria
1 point = meets one of the criteria
HOT TOPICS

What are some of the critical issues in the field today that impact the school library media program? The most exciting way of finding out more about them is through cooperative study and dynamic exchange of the findings. You may work in pairs and select a different issue or topic to study and present to the rest of us. As audience members, we reflect and react to what you present.

Objectives

This assignment enables you to
- Select readings beyond the required textbooks and broaden your awareness of the professional literature available on key issues in the field
- Connect the relevance of your topic to the roles and responsibilities of today’s library media specialist
- Share your findings in a meaningful way with your peers
- Link the information presented to various chapters in your respective case studies

Organization and content

There are oral and written components to this assignment.
For the oral portion (time allocations will be determined after the course commences)
- Provide a summary of the issue or topic: what it is and why it is a critical area to study
- Present perspectives on the issue or topic that might highlight (1) pros and cons, (2) obstacles and enabling factors, or (3) different points of view
For the written portion: you will
- Prepare a one-page summary of the issue or topic that outlines key points of your presentation
- Attach a bibliography of all resources examined in preparing this report—there should be a minimum of three references not including the class texts (per person)
- Distribute the summary and bibliography electronically (as word documents attached to an email message)
- Also distribute PowerPoint slides if you use them in your presentation

Note: This does not have to be a “dry” report. For example, you might devise a short skit or a mock interview or begin with a scenario. Think of creative ways to engage your audience.

Here are guidelines for preparing your presentation.

STEP 1: SELECT YOUR TOPIC OR ISSUE

Here are some suggestions. You may select one of the following topics on a “first come” basis. You may also recommend another topic—let’s discuss this.
1. Standards-based reform: where is the librarian in this?
2. Teaching for understanding: how does this influence what librarians should be emphasizing in their instruction?
3. Evidence based practice: what is it? How might librarians incorporate this practice into their program evaluations?
4. Family literacy: how is this type of literacy defined? How might librarians promote it?
5. Digital age learning: how is this similar to and different from traditional forms of learning? How might librarians incorporate digital age learning tools and techniques in their instructional programs?
6. Special education students: how might librarians better meet the needs of students with learning disabilities?
7. Ethnic diversity in school populations: how might librarians better support the needs of an increasingly diverse student population?
8. Action research: what is it? Why do it?
9. Reading literacy: how is this type of literacy defined? How might librarians promote reading literacy?
10. Library’s impact on student achievement: what does the research say about whether school libraries make a difference?
11. Intellectual freedom: when is selection really censorship?
12. Administrators: how do administrators perceive their school libraries? How might librarians win their support?
13. Collaboration with teachers: what factors help or hinder it?
14. The Library Power Project: what was it? What was its impact and what did we learn from it?

STEP 2: DECIDE ON RESPONSIBILITIES AND DEADLINES

Work backward from the presentation date. Plan your strategy for getting the work done. Some things to consider:
1. Think about the scope of the topic.
2. Decide on your presentation format.
3. Brainstorm strategies to conduct the literature search.
4. Set deadlines to get the work done.

STEP 3: SEARCH THE LITERATURE

Put into practice what you have learned in LIS 601 and LIS 663! If this is an area where you need assistance, let’s discuss this in class.

STEP 4: PREPARE AND REHEARSE YOUR PRESENTATION

Be mindful of your time restriction. Rehearsing is crucial! Before class starts, be sure to
1. Test all equipment being used.
2. Have all supplies and handouts ready.

STEP 5: PRESENT AND RECEIVE PEER FEEDBACK

It’s always stressful to be a presenter. Remember, however, that you are sharing a topic that you feel is important. You are also the class “authority” on this and everyone else is grateful for the information. The audience will provide informal written feedback on each presentation.

Assessment criteria
Keep the following criteria in mind as you work on your presentation. The same criteria will be used in evaluating your actual presentation. You are able to
1. Accurately identify key features and points regarding your topic.
2. Present your information in a cohesive and coherent manner.
3. Talk to us rather than read your notes.
4. Create visual aids that are easy to read and attractive.
5. Use slides as talking points.
6. Maintain eye contact with your audience.
7. Articulately communicate your information.
8. Engage your audience in a participatory activity or task.
9. Provide a well-organized handout.
10. Stay within your time limit.

Scoring for presentations
10 points = satisfactorily meets all criteria
9 points = satisfactorily meets 9 of 10 criteria
8 points = satisfactorily meets 8 of 10 criteria
7 points = satisfactorily meets 7 of 10 criteria
6 points = satisfactorily meets 6 of 10 criteria
5 points = satisfactorily meets 5 of 10 criteria
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PERSONAL VISION

The library media specialist must possess a vision and leadership qualities to develop a dynamic library program. At the beginning of the semester, we spent some time discussing your perceptions and beliefs about the value of library media centers and the library media center’s potential contribution to our students and communities. I know that your work in the ensuing months has deepened your own knowledge about the profession. It has raised thoughtful questions in your mind about why you want to enter this field and what you might contribute to it. This activity is your opportunity to articulate what YOU think and feel about YOUR role as a library media specialist in today’s school.

Objectives

This presentation enables you to

- Reflect on the experiences you have garnered through this course
- Shape your personal statement about the value of library media centers in today’s schools
- Communicate your beliefs to a school group

Organization and content

Imagine the following scenario:

You have just graduated with your MLISc degree and you are seeking a position as a library media specialist in Hawaii. You receive a call from the principal of School X (you decide whether it should be an elementary, middle, or high school). She schedules an interview with you. In the phone conversation, the principal candidly tells you that the School Community Council has discussed the possibility of not hiring a library media specialist for the upcoming school year and using the funds to establish another teaching position. Given this state of affairs, she makes a special request of you: she wants you to prepare a presentation for the School Community Council that includes folks representing administration, families, faculty, and the neighboring community. She asks that you address the following questions in the presentation:

* If you were hired, what would be your priorities in developing an effective school library media program for School X? Why?
* How would your priorities address major concerns and needs at School X?
* What personal skills and experiences do you possess that will help you achieve these priorities?

Note: The amount of time for the presentation will be determined after the first class session.
**Assessment criteria**

Keep the following criteria in mind as you work on your presentation. The same criteria will be used in evaluating your actual presentation. You are able to

1. Address the key questions with convincing support.
2. Present your points in an organized and coherent manner.
3. Use language that is jargon-free.
4. Talk to us rather than read your notes.
5. Create visual aids that are easy to read and attractive.
6. Use slides as talking points.
7. Maintain eye contact with your audience.
8. Speak with confidence.
9. Maintain a comfortable pace.
10. Stay within your time limit.

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ONLINE RESOURCES

- **American Association of School Librarians.** Sites for general background and advocacy information:
  
  [http://www.ala.org/ala/issues/issuesadvocacy.cfm](http://www.ala.org/ala/issues/issuesadvocacy.cfm) will provide you with fact sheets, articles, PowerPoint slide presentations, and other useful information to build an advocacy campaign for your library.
  
  [http://www.ala.org/ala/aasl/aaslprof tools/resourceguides/aaslresource.cfm](http://www.ala.org/ala/aasl/aaslprof tools/resourceguides/aaslresource.cfm) will provide you with bibliographic citations and links to full-text articles and fact sheets about current trends in today's library media programs.
  
  [http://www.ala.org/aasltemplate.cfm?Section=aaslissues](http://www.ala.org/aasltemplate.cfm?Section=aaslissues) will provide more information and resources on major issues within the school library media field.
  
  [http://www.ala.org/aaslTemplate.cfm?section=positionstatements](http://www.ala.org/aaslTemplate.cfm?section=positionstatements) will give you the organization's up-to-date position statements on major themes and issues in school librarianship including the role of library media programs in schools, importance of flexible scheduling, etc.
  

- **American Library Association.** Sites that deal with background information on the information literacy movement.
  
  [http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.cfm](http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.cfm) provides the final report of the American Library Association Presidential Committee on Information Literacy. This report, completed in 1989, is a fundamental document we all need to be familiar with.
  
  [http://www.ala.org/ala/acrl/acrlpubs/whitepapers/progressreport.cfm](http://www.ala.org/ala/acrl/acrlpubs/whitepapers/progressreport.cfm) provides a progress report and an update on the ALA Presidential Committee report mentioned above. This was published in 1998 and gives a summary of progress made toward achieving the six original recommendations and details areas for future action.
  

  DOE site that includes information about copyright compliance, permission forms, present policies in force regarding Computer Software, Licensing Agreements, and Internet Access Guidelines.

- **DOE School Status and Improvement Reports** at [http://arch.k12.hi.us/school/ssir/ssir.html](http://arch.k12.hi.us/school/ssir/ssir.html)
  Provides school-by-school background information that is useful for your case studies.

  Includes the latest research reports, conference papers, opinion papers, selected articles and other ERIC documents in education literature and resources. You may also access ERIC through Hamilton Library’s Electronic Resources.
• **Knowledge Quest** at http://www.ala.org/ala/aasl/aaslpubsandjournals/kqweb/kqarchives/archives.cfm
  Published by the American Association for School Librarians, the site contains reprints of some material from the print editions, as well as new material only available online. You must be a member of AASL or a subscriber to the journal for access to some of the resources.

• **Library Media Connection** at http://www.linworth.com/lmc/
  Published by Linworth Publishing, Inc., the site provides selected reviews and articles from its print journal.

• **National Center for Educational Accountability** at http://www.just4kids.org/en/
  Includes various reports and studies on high-performing schools throughout the U.S.

• **National Clearinghouse for Educational Facilities** at http://wwww.just4kids.org/en/
  Provides information resources for people who plan, design, build, operate, and maintain K-12 facilities including school library media centers.

• **Partnership for 21st Century Skills** at http://www.21stcenturyskills.org
  Includes a Milestones for Improving Learning and Education Guide for 21st Century Skills (under Online Tools) to assist educators and administrators in measuring the progress of their schools in achieving the 21st Century Skills. AASL joined the Partnership in 2005.

• **School Library Media Activities Monthly** at http://www.schoollibrarymedia.com/
  Published by Greenwood Press, this site provides selected articles from the print publication on current issues and trends in the field of school librarianship.

• **School Library Media Research** at http://www.ala.org/ala/aasl/aaslpubsandjournals/slmrb/schoollibrary.cfm
  Sponsored by the American Association of School Librarians, this site provides full-text articles of the AASL online journal. The journal publishes articles describing major research in the field.

**BOOKS**


• Stripling, Barbara K., & Hughes-Hassell, Sandra, eds. (2003). *Curriculum Connections Through the Library.* Westport, CT: Libraries Unlimited. VH has copy.


• Zilonis, Mary Frances, Markuson, Carolyn, & Fincke, Mary Beth. (2002). *Strategic Planning for School Library Media Centers.* Lanham, MD: Scarecrow Press. VH has copy.


### SCHEDULE (TENTATIVE)

**IP2 = Information Power**  
**Donham = Enhancing Teaching and Learning**  
**Hughes-Hassell = School Reform and the School Library Media Specialist**  
**LiFE = Libraries for Excellence**  
**Standards for the 21st Century Learner**

<table>
<thead>
<tr>
<th>Mtg</th>
<th>Date</th>
<th>Topics/Assignments</th>
<th>Related Readings</th>
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</thead>
</table>
| 1   | 8/25  | • INTRODUCTION TO COURSE  
--Course overview  
--Self-reflection | IP2 Ch. 1  
LiFE Components of the school library program |
|     | 9/1   | HOLIDAY: LABOR DAY                                                               |                                                      |
| 2   | 9/8   | • SCHOOL LIBRARY MEDIA CENTERS  
--Past and present  
--Perceptions and image  
• HOT TOPICS  
--Topic selections | IP2 Ch. 4, 5, 6  
Donham Ch. 1 |
| 3   | 9/15  | • CASE STUDY  
--Discussion of questions  
• LEARNING AND TEACHING  
--Reviewing Standards for the 21stCentury Learner  
• HOT TOPICS  
--Discussion | IP2 Ch. 2, App. D & E  
Donham Ch. 11  
Standards for 21st Century Learner |
|     |       | **Due: Case study questions**                                                   |                                                      |
| 4   | 9/22  | • LEARNING AND TEACHING  
--Integrated instruction  
--Collaboration | IP2 Ch. 4  
Donham Ch. 2 6, 7, 9, 11, 12 |
| 5   | 9/29  | • HOT TOPICS PRESENTATIONS  
--Feedback from peers | Self-selected readings  
Hughes-Hassell chapters relevant for presentations |
| 6   | 10/6  | • HOT TOPICS PRESENTATIONS  
--Feedback from peers | Self-selected readings  
Hughes-Hassell chapters relevant for presentations |
| 7   | 10/13 | • INFORMATION ACCESS/DELIVERY  
**Resource person: Marcia Kemble**  
--Technology in the library | IP2 Ch. 3, App B  
Donham Ch. 10 |
|     |       | **Due: Chapter 2 draft**                                                        |                                                      |
| 8   | 10/20 | • INFORMATION ACCESS/DELIVERY  
--Collection management  
--Censorship | IP2 Ch. 5, 7, App C  
Donham Ch. 8 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Due: Chapter n critique</th>
</tr>
</thead>
</table>
| 9    | 10/27 | • ADMINISTRATION
  --Human resources management | IP2, Ch. 6                                    |
|      |       | Due: Chapter 3 draft                                                 |                                               |
| 10   | 11/3  | • ADMINISTRATION
  --Library advocacy
  • CRITICAL FRIENDS
  --Discussion time |
|      |       | Due: Chapter 3 critique                                              | Donham Ch. 1, 3, 5                            |
| 11   | 11/10 | • ADMINISTRATION
  Resource person: Carolyn Kirio
  --Strategic planning | Donham Ch. 13                                                  |
|      |       | Due: Chapter 4 draft                                                 |                                               |
| 12   | 11/17 | • ADMINISTRATION
  --Facilities and fiscal planning
  • LEADERSHIP
  --Administrator vs manager
  --Librarian as change agent
  • CRITICAL FRIENDS
  --Discussion time | IP2 Ch. 3
  Donham Ch. 4, 14
  Hughes-Hassell Ch. 1 |
|      |       | Due: Chapter 4 critique                                              |                                               |
| 13   | 11/24 | • DOE SCHOOL LIBRARY SERVICES
  Resources: Donna Shiroma, Lynette Kam, and Nori Leong
  --What is happening in Hawaii school libraries
  --Vision and goals of SLS
  --Current action plan
  --Expectations for today’s school librarian |                                               |
| 14   | 12/1  | • PERSONAL VISION PRESENTATIONS
  • COURSE REFLECTIONS |                                               |
| 12/3 |       | • NO CLASS: DEADLINE FOR TURNING IN COMPLETED CASE STUDIES          |                                               |

**Instructions for turning it in the case studies:**
1. Number all pages consecutively.
2. Collate but do **not** staple.
3. Place loose pages in a manila envelope (no 3-ring binders please).
4. Write your own name and course title on the envelope.
5. Works will not be returned—comments and scores will be sent to you via email.