

**LIS 684 SYLLABUS  
ADMINISTRATION OF SCHOOL LIBRARY MEDIA CENTERS  
FALL 2010**

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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.

### **Student Learning Outcomes**

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

As appropriate, faculty members 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 21<sup>st</sup> century learning standards 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 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

American Association of School Librarians. (2009). *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: AASL.

American Association of School Librarians. (2009). *Standards for the 21<sup>st</sup>-Century Learner in Action*. Chicago: AASL.

Donham, Jean. (2008). *Enhancing Teaching and Learning: A Leadership Guide for School Library Media Specialists*. Revised 2d ed. New York: Neal-Schuman.

### Optional Text

Coatney, Sharon (ed.) (2010). *The Many Faces of School Library Leadership*. Santa Barbara, CA: Libraries Unlimited. [Purchase through amazon.com]

### 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
- Ability to design slide presentations
- Access to and ability to use the Internet
- Access to e-mail using a UH account

### 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 personal 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. All written work must be posted in Laulima.

Assignment	Due date	Maximum
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		points
Self intro and feedback to another person – Laulima Forum 1	Self intro 8/25/10 Feedback 8/28/10	---
Questions for case study – Laulima Forum 2	9/20	5
Common beliefs in action – Interactive presentation/Laulima Forum 3	10/4 and 10/11	10
Resource commons (online entries) - Laulima	By 10/25	5
Case study chapter 2 draft – Laulima Forum 4	10/18	5
Critical friend response to chapter 2 – Laulima Forum 5	10/25	3
Case study chapter 3 draft – Laulima Forum 6	11/1	5
Critical friend response to chapter 3 – Laulima Forum 7	11/8	3
Case study chapter 4 draft – Laulima Forum 8	11/15	5
Critical friend response to chapter 4 – Laulima Forum 9	11/22	3
Case study symposium	11/29 and 12/6	10
Case study – final version – Laulima Forum 10	12/8	30
Attendance, participation*	Ongoing	5
<b>TOTAL POINTS</b>		<b>89</b>

The points will be converted to the following letter grades:

A+ = 87 to 89	B+ = 78 to 80
A = 84 to 86	B = 75 to 77
A- = 81 to 83	B- = 72 to 74

\*Attendance, participation: This course relies heavily on discussions and hands-on tasks in class. Therefore, punctuality, attendance, and participation are crucial factors in the success of the course. Everyone begins the course with 5 points—points will be deducted for unexcused absences, chronic tardiness, and lack of preparation for in-class and Laulima tasks.

Late work will not be accepted unless there are special circumstances requiring consideration. In such cases, the instructor will decide on the action to be taken after consultation with the individual student.

## 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 teaching for learning and building the learning environment. The questions should be based on principles embedded in *Empowering Learners: Guidelines for School Library Media Programs* (2009) and information in *Enhancing Teaching and Learning: A Leadership Guide for School Library Media Specialists* (2008).

### **Learner's Objectives**

By generating questions for our case studies, I will

- Demonstrate my understanding of the principles embedded in the national guidelines for library media centers.
- Contribute to the questions that will frame our case studies.
- Collaborate with colleagues in developing a strong foundation for my inquiry.

Post your questions in Laulima by 9/20/10 (before the class session).

### **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 following focus areas:
  - teaching for learning
  - building the learning environment (A): strategic planning, advocacy, budget, and staffing
  - building the learning environment (B): learning space, collection management, and information access.
- Each team will read the chapters or sections in *Empowering Learners* and *Enhancing Teaching and Learning* that are pertinent to the assigned focus.
- Each person on the team will create 10 questions related to the assigned focus.
- In class, members will share their questions within their respective teams. 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 do the final edit of all the lists that will be used in the case study investigations.

### **Assessment Criteria**

We will use the following criteria to assess the questions:

5 pts.	All questions focus on important aspects of school librarianship that are reflected in our course texts, <i>Empowering Learners</i> and <i>Enhancing Teaching and Learning</i> . All questions are stated clearly for use in an interview.
4 pts.	All questions focus on important aspects of school librarianship that are reflected in our course texts. Most of the questions are stated clearly for use in an interview.
3 pts.	At least half of the questions focus on important aspects of school librarianship that are reflected in our course texts. At least half of the questions are stated clearly for use in an interview.
2 pts.	Less than half of the questions focus on important aspects of school librarianship that are reflected in our course texts. Less than half of the questions are stated clearly for use in an interview.
1 pt.	Only one or two of the questions focus on important aspects of school librarianship that are reflected in our course texts. Only one or two of the questions are stated clearly for use in an interview.

## CASE STUDY

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:

Shuttleworth, Martyn. (2008). *Case Study Research Design*. Available at <http://www.experiment-resources.com/case-study-research-design.html>

Soy, Sue K. (1997). *The Case Study As a Research Method*. Unpublished paper, University of Texas at Austin. Available at <http://www.gslis.utexas.edu/~ssoy/usesusers/l391d1b.htm>

Tellis, Winston. (1997). 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>

### **Learner's Objectives**

The case study will enable me to

- Demonstrate my understanding of the principles of and guidelines for effective library media centers that are identified in *Empowering Learners* (2009) and *Enhancing Teaching and Learning* (2008).
- Relate these principles and guidelines to functions and services in an actual library media center.
- Collect relevant data through a systematic method of on-site observations, interviews, and examination of pertinent school documents.
- Reflect on my on-site investigation in light of additional readings and course discussions.
- Analyze and synthesize findings in a coherent, thoughtful study.

Post your work in Lualima by the specified deadlines.

### **Organization and Content**

The completed case study should include:

- Cover page
- Acknowledgments (optional)
- Table of contents
- Chapter 1: Background information on school
- Chapter 2: Teaching for learning
- Chapter 3: Building the library environment (A): strategic planning, advocacy, budget, and staffing
- Chapter 4: Building the library environment (B): learning space, collection management, and information access
- 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 only)
- 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>

**Chapter 2: Teaching for learning**

**Note: Create one electronic file that includes Part 1 and Part 2. Label the parts as follows:**

**Part 1: Summary of Information**

**Part 2: Analysis of Findings**

- Part 1 (minimum of 750 words) is a narrative summary of the information actually collected and synthesized through observations, interviews, and document reviews. 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 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. Cite the sources used for ideas and examples.

**Chapter 3: Building the library environment (A): Strategic planning, advocacy, budget, and staffing**

**Note: Create one electronic file that includes Part 1 and Part 2. Label the parts as follows:**

**Part 1: Summary of Information**

**Part 2: Analysis of Findings**

- Part 1 (minimum of 750 words) is a narrative summary of the information actually collected and synthesized through observations, interviews, and document reviews. The class will create a set of questions that everyone will use to collect the data about policies and practices in these areas.
- Part 2 (minimum of 750 words) is a 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. Cite the sources used for ideas and examples.

**Chapter 4: Building the library environment (B): Learning space, collection management, and information access**

**Note: Create one electronic file that includes Part 1 and Part 2. Label the parts as follows:**

**Part 1: Summary of Information**

**Part 2: Analysis of Findings**

- Part 1 (minimum of 750 words) is a narrative summary of the information actually collected and synthesized through observations, interviews, and document reviews. 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 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. Cite the sources used for ideas and 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 school wide 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 meeting these priorities?

**References**

Provide citations for all resources actually used in your case study. Provide the citations at the end of the respective chapters. Include citations for interviews, observation visits, school documents, and guest speakers 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. I am able to

1. Complete all parts or sections of the chapter including references duly cited.
2. Accurately summarize information related to the questions for the respective chapter.
3. Thoughtfully analyze the strengths of the library media program and support my points with sufficient detail from case investigation and readings.
4. Identify possible areas for improvement and elaborate on specific strategies to accomplish change citing supporting information from readings, class discourse, and guest resources.
5. Present my information in a cohesive and clearly written essay that has been carefully proofread.

**Scoring for drafts of chapters**

5 points = satisfactorily meets the 5 criteria

4 points = satisfactorily meets 4 of the 5 criteria

3 points = satisfactorily meets 3 of the 5 criteria

2 points = satisfactorily meets 2 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).

**RESOURCE COMMONS**

As a professional community of learners, we bring various expertise and knowledge to the course experience. While I am providing you with a list of additional resources, I am more interested in each person contributing to a wiki-style space where everyone can add annotated citations for useful online resources. I am calling this our "Resource Commons." The goal is for everyone to share resources that might be helpful in preparing the case studies.

**Learner's Objectives**

By contributing to the Resource Commons, I will be able to

- Demonstrate my ability to conduct effective online searches for literature relevant to my case study investigation.
- Communicate major aspects of the retrieved resources in concise and critical annotations.
- Provide accurate citations for the selected resources.

Final postings must be up in *Laulima* by 10/25/10 for you to receive credit.

**Content and Organization**

The requirements are:

- Search for relevant online resources that will help you with different aspects of the case study investigation. Examples of aspects that you might examine: *information literacy instruction, reading and literacy, financial management, human resource management, use of library space, strategic planning, Web 2.0 applications for the library, collaboration with teachers, advocacy.*
- Contribute up to 5 citations. You will receive a point for each citation that meets the following criteria.
- The citation must include the following:
  - Annotation of approximately 150 words that concisely and accurately summarizes the resource.
  - Bibliographic citation. For uniformity, use the following format for your citations.

*Author last name first. Year. "Title of the work with capitals for first word only." URL: link here (accessed mm/dd/yr). [Your name]*

Example: Churches, Andrew. 2008. "Bloom's taxonomy blooms digitally." URL: <http://www.techlearning.com/article/8670> (accessed 08/17/09). [Jane Smith]

Important note: This is a collaborative wiki in *Laulima* that will be organized in alphabetical order. Therefore, when you post, you must insert your entries within the alphabetical order that others have started.

#### **Assessment Criteria**

The assignment carries a maximum of 5 points. Each resource contributed is potentially worth one point. To receive the point for a resource:

- The annotation must be clearly written and approximately 150 words.
- The resource must be properly cited (see example under Content and Organization).

## 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. In educational circles, they share lesson plans and examine student works together. They often engage in peer classroom observations. In this course, we will experiment with this notion by asking each of you to pair with a colleague to constructively critique three chapter drafts of the case studies. You can read more about this concept at

Critical Friends: *A Process Built on Reflection*.

[http://depts.washington.edu/ccph/pdf\\_files/CriticalFriends.pdf](http://depts.washington.edu/ccph/pdf_files/CriticalFriends.pdf)

Learning Point Associates. *Coaching Staff for Integrating Technology: Tips for Critical Friends*.

<http://www.ncrtec.org/pd/llwt/coach/tips.htm>

### ***Learner's Objectives***

As a Critical Friend I will

- Provide constructive commentary on drafts of the case study that will strengthen and clarify the final product for a colleague in class.
- Reflect on my own drafts and improve upon them as a result of this professional and thoughtful 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 may 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. I am able to

1. Identify strengths of the draft.
2. Pose thoughtful questions and/or suggestions that help my partner clarify or expand on his/her ideas.
3. Support my remarks with adequate details that will be helpful to my partner.

#### **Scoring for critiquing drafts**

3 points = satisfactorily meets 3 of the criteria

2 points = satisfactorily meets 2 of the 3 criteria

1 point = satisfactorily meets 1 of the 3 criteria

## COMMON BELIEFS IN ACTION

*Empowering Learners*, the latest national guidelines for school library media programs, identifies nine common beliefs that underlie the *Standards for the 21<sup>st</sup>-Century Learner*. [For fuller explanations, refer to pp. 12-13 in *Empowering Learners*.] These belief statements, articulated below, are critical in preparing students not only for schooling, but more importantly, for life.

1. Reading is a window to the world.
2. Inquiry provides a framework for learning.
3. Ethical behavior in the use of information must be taught.
4. Technology skills are crucial for future employment needs.
5. Equitable access is a key component for education.
6. The definition of information literacy has become more complex as resources and technologies have changed.
7. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
8. Learning has a social context.
9. School libraries are essential to the development of learning skills.

### Scenario

*You are the new librarian at XXX school. You are excited about the possibilities of creating a library that truly serves as a "learning commons" where students, faculty, administrators, and family members, can get involved in programs and services that motivate and support reading and inquiry. You want to make your school community aware that libraries are more than warehouses for books! You decide to take one of the common belief statements in Empowering Learners and design activities, practices, and programs that will make the library come alive and capture the imagination of your community. You prepare a presentation for the faculty and administration to get them excited about your proposed ideas.*

### Learner's Objectives

For this challenge, I will demonstrate my personal understanding of one of the common belief statements by doing the following:

- Explain key features of the statement.
- Articulate the importance of this belief for 21<sup>st</sup> century learners.
- Propose and describe creative and concrete approaches and projects that would put this belief statement in action.
- Base my proposed ideas on related research and readings.

### 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)

- Focus on one common belief statement from *Empowering Learners* and explain why this particular belief is critical for today's students.
- Describe specific activities, practices, and/or programs that I propose to make this belief come alive in our school.
- Incorporate an activity as part of my presentation that hooks and engages my audience.

For the written portion

- Prepare a one-page summary of the issue or topic that outlines key points of your presentation, OR provide a copy of your slides.
- Attach an annotated bibliography of all resources examined in preparing this presentation--there should be a minimum of three references not including the class texts.
- Post your work in Lualaba the day before class: 10/3/10 (Group A) and 10/10/10 (Group B).

### **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. I am able to

1. Accurately identify key features and points regarding my common belief statement.
2. Present my information in a cohesive and coherent manner.
3. Talk to my audience rather than read from notes.
4. Create visual aids that are easy to read and attractive.
5. Use my slides as talking points.
6. Maintain eye contact with my audience.
7. Articulate my information.
8. Engage my audience in a participatory activity or task.
9. Stay within my presentation time limit.
10. Provide the required written documents.

#### Scoring for presentations

10 points = satisfactorily meets all criteria

9 points = satisfactorily meets 9 of the 10 criteria

8 points = satisfactorily meets 8 of the 10 criteria

7 points = satisfactorily meets 7 of the 10 criteria

6 points = satisfactorily meets 6 of the 10 criteria

5 points = satisfactorily meets 5 of the 10 criteria

4 points = satisfactorily meets 4 of the 10 criteria

3 points = satisfactorily meets 3 of the 10 criteria

2 points = satisfactorily meets 2 of the 10 criteria

1 point = satisfactorily meets 1 of the 10 criteria

## CASE STUDY SYMPOSIUM

While each of you has had the benefit of a Critical Friend this semester--and drafts of your chapters have been posted in *Laulima*--the symposium is a culminating, celebratory event that allows everyone to share findings from his or her respective case investigation. At the end of the symposium, we will have a valuable opportunity to reflect on challenges and themes that were common across the studies and their implications for your own futures as potential school leaders.

### ***Learner's Objectives***

By presenting my case study findings, I will be able to do the following in relation to the specific library program investigated:

- Identify and support key areas of strength uncovered.
- Identify and support major areas for future improvement.
- Present specific strategies for working toward improvement and change.

### ***Organization and Content***

The amount of time for each presentation will be determined after the semester begins. Your presentation must include the following:

- Brief background information on the school and library (no more than one or two slides in your presentation).
- Areas of strength in the program – support with rationale and details.
- Areas for possible improvement in the program – support with rationale and details.
- Specific recommendations for changes and how they might be implemented.

### ***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. I am able to

1. Identify and support key strengths in my case study library.
2. Identify and support areas for future improvement in my case study library.
3. Elaborate on specific strategies for effecting needed changes in the program.
4. Present my information in a cohesive and coherent manner.
5. Talk to my audience rather than read from notes.
6. Create visual aids that are easy to read and attractive.
7. Use my slides as talking points.
8. Maintain eye contact with my audience.
9. Articulately communicate my information.
10. Stay within my presentation time limit.

### **Scoring for presentations**

10 points = satisfactorily meets all criteria

9 points = satisfactorily meets 9 of the 10 criteria

8 points = satisfactorily meets 8 of the 10 criteria

7 points = satisfactorily meets 7 of the 10 criteria

6 points = satisfactorily meets 6 of the 10 criteria

5 points = satisfactorily meets 5 of the 10 criteria

4 points = satisfactorily meets 4 of the 10 criteria

3 points = satisfactorily meets 3 of the 10 criteria

2 points = satisfactorily meets 2 of the 10 criteria

1 point = satisfactorily meets 1 of the 10 criteria

## ADDITIONAL RESOURCES

The resources cited on the following pages merely suggest the rich breadth of information available. Although you are not required to use any of them, one or more of these resources may prove useful for your case study. I also invite you to find your own resources!

### Online Resources

**American Association of School Librarians.** Sites for general background and advocacy information:

**Essential Links: Resources for School Library Media Program Development.**

[http://aasl.ala.org/essentiallinks/index.php?title=Main\\_Page](http://aasl.ala.org/essentiallinks/index.php?title=Main_Page)

*Wiki comprises a working bibliography of resources for librarians and school stakeholders. Includes books, articles, web sites, and other media resources.*

**Issues and Advocacy.**

<http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/issuesadvocacy.cfm>

*Information and resources in the field of school librarianship.*

**Position Statements.**

<http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/positionstatements.cfm>

*Site gives access to all the position statements created by the American Association of School Librarians on topics and issues ranging from staffing and scheduling to literacy and patron confidentiality.*

**School Libraries Count!**

<http://www.ala.org/ala/mgrps/divs/aasl/slcsurvey.cfm>

*Longitudinal study conducted by AASL. This annual survey aims to gather data on changes in the field to gain a better understanding of the state of school library media programs across the nation.*

**Standards for the 21<sup>st</sup>-Century Learner.**

[www.ala.org/aasl/standards](http://www.ala.org/aasl/standards)

*Current (2007) standards for learning produced by the American Association of School Librarians.*

**Toolkits.**

<http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/toolkits/toolkits.cfm>

*Resources identified as toolkits to assist librarians with advocacy promotions.*

**American Library Association.** Sites that deal with important background information on intellectual freedom and the information literacy movement.

**Intellectual Freedom Manual.**

<http://www.ala.org/ala/aboutala/offices/oif/iftoolkits/ifmanual/intellectual.cfm>

*Updates to the seventh edition.*

**Presidential Committee on Information Literacy: A Final Report.** 1989.

<http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/presidential.cfm>

*Landmark document recognizing the importance of information literacy in a democracy.*

**A Progress Report on Information Literacy: An Update on the American Library Association Presidential Committee on Information Literacy: Final Report.** March 1998.

<http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/progressreport.cfm>

*Gives a summary of progress made toward achieving the six original recommendations and details areas for future action.*

**DOE Intellectual Property Rights.**

<http://sls.k12.hi.us/IP2002/>

*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.**

<http://arch.k12.hi.us/school/ssir/ssir.html>

*Provides school-by-school background information that is useful for your case studies.*

**ERIC.**

<http://www.eric.ed.gov/>

*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.**

<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/knowledgequest/knowledgequest.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.**

[http://www.linworth.com/lmc/?page=featured\\_articles](http://www.linworth.com/lmc/?page=featured_articles) and

[http://www.linworth.com/lmc/?page=featured\\_reviews](http://www.linworth.com/lmc/?page=featured_reviews)

*Published by Linworth Publishing, Inc., the site provides selected reviews and articles from its print journal.*

**National Clearinghouse for Educational Facilities.**

<http://www.edfacilities.org/>

*Provides information resources for people who plan, design, build, operate, and maintain K-12 facilities including school library media centers.*

**Partnership for 21<sup>st</sup> Century Skills.**

<http://www.21stcenturyskills.org>

*Includes a Milestones for Improving Learning and Education Guide for 21<sup>st</sup> Century Skills (under Tools and Resources--Online Tools) to assist educators and administrators in measuring the progress of their schools in achieving the 21<sup>st</sup> Century Skills. AASL joined the Partnership in 2005.*

**School Library Monthly.**

<http://www.schoollibrarymonthly.com/>

*Previously known as School Library Media Activities Monthly. Site provides selected articles from the print publication on current issues and trends in the field of school librarianship.*

**School Library Media Research.**

<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

**\* Instructor has a personal copy that may be borrowed. Other resources may be obtained through Hamilton Library.**

\*Baule, Steven M. (2007). *Facilities Planning for School Library Media and Technology Centers*. 2d ed. Worthington, OH: Linworth Publishing.

Baule, Steven M. (2001). *Technology Planning for Effective Teaching and Learning*. 2d ed. Worthington, OH: Linworth Publishing.

Bishop, Kay. (2007). *The Collection Program in Schools: Concepts, Practices, and Information Sources*. 4<sup>th</sup> ed. Westport, CT: Libraries Unlimited.

Bradburn, Frances Bryant. (1999). *Output Measures for School Library Media Programs*. New York: Neal Schuman.

\*Bush, Gail. (2003). *The School Buddy System: The Practice of Collaboration*. Chicago: American Library Association.

\*Coatney, Sharon (ed.). (2010). *The Many Faces of School Library Leadership*. Santa Barbara, CA: Libraries Unlimited.

\*Craver, Kathleen W. (2002). *Creating Cyber Libraries*. Westport, CT: Libraries Unlimited.

Doiron, Ray, & Davies, Judy. (1998). *Partners in Learning: Students, Teachers and the School Librarian*. Englewood, CO: Libraries Unlimited.

\*Doll, Carol. (2005). *Collaboration and the School Library Media Specialist*. Lanham, MD: Scarecrow Press.

Doll, Carol A., and Barron, Pamela P. (2002). *Managing and Analyzing Your Collection: A Practical Guide for Small Libraries and School Media Centers*. Chicago: American Library Association.

Erikson, Rolf, and Markuson, Carolyn. (2001). *Designing a School Library Media Center for the Future*. Chicago: American Library Association.

\*Farmer, Lesley S. J. (2003). *Student Success and Library Media Programs: A Systems Approach to Research and Best Practice*. Westport, CT: Libraries Unlimited.

Fuller, Daniel, ed. (2004). *The Digital Library*. Salt Lake City, UT: Hi Willow Research & Publishing.

Grimes, Sharon. (2006). *Reading Is Our Business: How Libraries Can Foster Reading Comprehension*. Chicago: American Library Association.

Hall-Ellis, Sylvia D., and Jerabek, Ann. (2003). *Grants for School Libraries*. Westport, CT: Libraries Unlimited.

\*Harada, Violet H., and Yoshina, Joan M. (2005). *Assessing Learning: Librarians and Teachers as Partners*. Westport, CT: Libraries Unlimited.

\*Harada, Violet H., and Yoshina, Joan M. (2004). *Inquiry Learning Through Librarian-Teacher Partnerships*. Worthington, OH: Linworth Publishing.

- \*Hartzell, Gary N. (2003). *Building Influence for the School Librarian: Tenets, Targets, & Tactics*. 2d ed. Worthington, OH: Linworth Publishing.
- \*Hopkins, J. (2004). *Assistive Technology: An Introductory Guide For K-12 Library Media Specialists*. Worthington, OH: Linworth Publishing.
- \*Hughes-Hassell, Sandra, and Harada, Violet H., eds. (2007) *School Reform and the School Library Media Specialist*. Westport, CT: Libraries Unlimited.
- \* Hughes-Hassell, Sandra, and Wheelock, Anne, eds. (2001). *The Information-Powered School*. Chicago: American Library Association.
- Johnson, Doug. (1997). *The Indispensable Librarian: Surviving (and Thriving) in School Media Centers in the Information Age*. Worthington, OH: Linworth Publishing.
- \*Kearney, Carol. (2000). *Curriculum Partner: Redefining the Role of the Library Media Specialist*. Westport, CT: Libraries Unlimited.
- \*Krashen, Stephen D. (2004). *The Power of Reading: Insights from the Research*. 2d ed. Westport, CT: Libraries Unlimited.
- Kravitz, Nancy. (2002). *Censorship and the School Library Media Center*. Westport, CT: Libraries Unlimited.
- \*Kuhlthau, Carol C. (2004). *Seeking Meaning: A Process Approach to Library and Information Services*. 2d ed. Westport, CT: Libraries Unlimited.
- \*Kuhlthau, Carol C., Maniotes, Leslie K., and Caspari, Ann K. (2007). *Guided Inquiry: Learning in the 21<sup>st</sup> Century*. Westport, CT: Libraries Unlimited.
- \*Lance, Keith C., and Loertscher, David V. (2002). *Powering Achievement: School Library Media Programs Make a Difference: The Evidence*. 2d ed. Salt Lake City, UT: Hi Willow Research & Publishing.
- \*Latrobe, Kathy H., ed. (1998). *The Emerging School Library Media Center: Historical Issues and Perspectives*. Englewood, CO: Libraries Unlimited.
- \*Loertscher, David V. (2000). *Taxonomies of the School Library Media Program*. 2d ed. San Jose, CA: Hi Willow Publishing.
- \*Loertscher, David V., Koechlin, Carol, and Zwaan, Sandi. (2008). *The New Learning Commons: Where Learners Win!* Salt Lake City, UT: Hi Willow Research and Publishing.
- \*Loertscher, David V., and Marcoux, Elizabeth (eds.). (2010). *Learning Commons Treasury*. Bowie, MD: Teacher Librarian Press.
- \*McGhee, Marla W., and Jansen, Barbara A. (2005). *The Principal's Guide to a Powerful Library Media Program*. Worthington, OH: Linworth Publishing.
- \*Morris, Betty J. (2004). *Administering the School Library Media Center*. 4th ed. Westport, CT: Libraries Unlimited.
- Ohlrich, Karen Browne. (2001). *Making Flexible Access and Flexible Scheduling Work Today*. Englewood, CO: Libraries Unlimited.

\*Simpson, Carol. (2005). *Copyright for Schools: A Practical Guide*. 4<sup>th</sup> ed. Worthington, OH: Linworth Publishing.

\*Simpson, Carol. (2003). *Ethics in School Librarianship: A Reader*. Worthington, OH: Linworth Publishing.

\*Stripling, Barbara K., and Hughes-Hassell, Sandra, eds. (2003). *Curriculum Connections Through the Library*. Westport, CT: Libraries Unlimited.

Sykes, Judith A. (2002). *Action Research: A Practical Guide for Transforming Your School Library*. Englewood, CO: Libraries Unlimited.

\*Thomas, Nancy P. (2004). *Information Literacy and Information Skills Instruction: Applying Research to Practice in the School Library Media Center*. 2d ed. Westport, CT: Libraries Unlimited.

Valenza, Joyce Kasman. (2004). *Power Tools Recharged: 125+ Essential Forms and Presentations for your School Library Program*. Chicago: American Library Association.

Walker, Christine, and Shaw, Sarah. (2004). *Teaching Reading Strategies in the School Library*. Westport, CT: Libraries Unlimited.

\*Warlick, David. (2009). *Redefining Literacy 2.0*. Worthington, OH: Linworth Publishing, Inc.

\*Wilson, Patricia P., and Lyders, Josette A. (2001). *Leadership for Today's School Librarian: A Handbook for Library Media Specialists and School Principals*. Westport, CT: Libraries Unlimited.

Woolfs, Blanche. (2008). *The School Library Media Manager*. 4th ed. Westport, CT: Libraries Unlimited.

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

\*Zmuda, Allison, and Harada, Violet H. (2008). *Librarians as Learning Specialists: Meeting the Learning Imperative for the 21<sup>st</sup> Century*. Westport, CT: Libraries Unlimited. VH has copy.

\*Zweizig, Douglas L., and Hopkins, Dianne M., eds. (1999). *Lessons from Library Power: Enriching Teaching and Learning*. Englewood, CO: Libraries Unlimited.

## SCHEDULE (TENTATIVE)

*EL = Empowering Learners*

*Donham = Enhancing Teaching and Learning*

*Standards = Standards for the 21<sup>st</sup> Century Learner in Action*

Sessi	Date	Topics/Assignments	Related Readings
1	8/23	INTRODUCTION TO COURSE <ul style="list-style-type: none"> <li>• Course overview</li> <li>• Self-reflection</li> <li>• Getting acquainted in Laulima [post introductions and comment on a colleague's posting]</li> </ul>	<i>EL, Chapter I</i>  <b>DUE: Self-introduction posted in Laulima Forum 1 by 8/25/10</b> <b>DUE: Response to a colleague's Laulima introduction by 8/28/10</b>
2	8/30	SCHOOL LIBRARY MEDIA CENTERS <ul style="list-style-type: none"> <li>• Past and present</li> <li>• Changing roles</li> </ul> STANDARDS <ul style="list-style-type: none"> <li>• Creating a profile of the 21<sup>st</sup> century learner</li> </ul> COMMON BELIEFS IN ACTION <ul style="list-style-type: none"> <li>• Getting started on the assignment</li> </ul>	<i>EL, Chapter I, Appendices A, D and E</i> <i>Donham Chapter 1</i>
	9/6	HOLIDAY – LABOR DAY	
3	9/13	CASE STUDY <ul style="list-style-type: none"> <li>• Getting started on the investigation – case study questions first</li> </ul> TEACHING FOR LEARNING <ul style="list-style-type: none"> <li>• Unpacking the <i>Standards for the 21<sup>st</sup>-Century Learner</i></li> </ul> COMMON BELIEFS IN ACTION <ul style="list-style-type: none"> <li>• Progress check on assignment</li> </ul>	<i>EL, Chapters II, III</i> <i>Donham Chapters 2, 9, 11</i> <i>Standards – browse entire document</i>
4	9/20	CASE STUDY <ul style="list-style-type: none"> <li>• Work session with case study questions</li> </ul> TEACHING FOR LEARNING <ul style="list-style-type: none"> <li>• Integrated instruction</li> <li>• Collaboration</li> </ul>	<i>EL, Chapters II, III</i> <i>Donham Chapters 6, 7, 12</i> <i>Standards – browse entire document</i> <i>EBSCO articles (instructor will provide details)</i>  <b>DUE: Case study questions posted in Laulima Forum 2 by 9/20/10</b>
5	9/27	BUILDING THE LEARNING ENVIRONMENT <ul style="list-style-type: none"> <li>• Human resources</li> <li>• Advocacy</li> </ul>	<i>EL, Chapter III</i> <i>Donham Chapters 3, 5</i>

6	10/4	PRESENTATIONS: COMMON BELIEFS IN PRACTICE	Self-selected readings  <b>DUE: Presentations on common beliefs (Group A)</b> <b>DUE: Written portion must be posted in Laulima Forum 3 day before presentation</b>
7	10/11	PRESENTATIONS: COMMON BELIEFS IN PRACTICE	Self-selected readings  <b>DUE: Presentations on common beliefs (Group B)</b> <b>DUE: Written portion must be posted in Laulima Forum 3 day before presentation</b>
8	10/18	INTEGRATING TECHNOLOGY INTO LEARNING  <b>Guest resource: Marcia Kemble, Mid-Pacific Institute</b>	<i>Donham Chapter 10</i>  <b>DUE: Chapter 2 draft posted in Laulima Forum 4 by 10/18/10</b>
9	10/25	BUILDING THE LEARNING ENVIRONMENT: COLLECTIONS <ul style="list-style-type: none"> <li>• Managing collections</li> <li>• Censorship</li> <li>• Copyright</li> </ul>	<i>EL, Chapter III, Appendices B and C</i> <i>Donham Chapter 8</i>  <b>DUE: Critical Friend response to Chapter 2 posted in Laulima Forum 5 by 10/25/10</b> <b>DUE: All annotated citations for Resource Commons posted in Laulima by 10/25/10</b>
10	11/1	BUILDING THE LEARNING ENVIRONMENT: LEARNING SPACES <ul style="list-style-type: none"> <li>• Facility planning – what’s involved</li> <li>• Fiscal planning</li> </ul>	<i>EL, Chapter III</i>  <b>DUE: Chapter 3 draft posted in Laulima Forum 6 by 11/1/10</b>
11	11/8	BUILDING THE LEARNING ENVIRONMENT: STRATEGIC PLANNING <ul style="list-style-type: none"> <li>• What is strategic planning?</li> <li>• Why do it?</li> <li>• How is it done?</li> </ul> <b>Guest resource: Carolyn Kirio, Kapolei</b>	<i>EL, Chapter III</i> <i>Donham Chapter 13</i>  <b>DUE: Critical Friend response to Chapter 3 posted in Laulima Forum 7 by 11/8/10</b>

		<b>Middle School</b>	
12	11/15	<p>LEADERSHIP</p> <ul style="list-style-type: none"> <li>• What makes a leader?</li> <li>• How can library media specialists be leaders?</li> </ul>	<p><i>EL, Chapter IV, Appendices F and G</i> <i>Donham Chapters 4, 14</i></p> <p><b>DUE: Chapter 4 draft posted in Laulima Forum 8 by 11/15/10</b></p>
13	11/22	<p>BEGINNING THE JOURNEY: LIFE AS A FIRST-YEAR SCHOOL LIBRARIAN</p> <ul style="list-style-type: none"> <li>• What priorities do you set?</li> <li>• What challenges do you face?</li> <li>• What strengths and skills are valuable assets?</li> </ul> <p><b>Guest resource: Shelley Shimoda, Aina Haina Elementary</b></p>	<p><b>DUE: Critical Friend response to Chapter 4 in Laulima Forum 9 by 11/22/10</b></p>
14	11/29	CASE STUDY SYMPOSIUM begins	
15	12/6	CASE STUDY SYMPOSIUM concludes COURSE REFLECTIONS	
---	12/8	COMPLETED CASE STUDIES	<b>DUE: Completed case studies posted in Laulima Forum 10 by 12/8/10</b>