LIS 684 SYLLABUS
ADMINISTRATION OF SCHOOL LIBRARY MEDIA CENTERS
FALL 2013

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Office hours: by appointment

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
SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
   1a) Apply LIS theory and principles to diverse information contexts
   1b) Demonstrate understanding of the historical context of information services and systems
   1c) Develop and apply critical thinking skills in preparation for professional practice
   1d) Craft and articulate a professional identity
SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
   2a) Demonstrate understanding of leadership
   2c) Develop, manage, and assess information services for specific users and communities
SLO 4: Evaluate and use the latest information technologies, research findings and methods.
   4b) Integrate emerging technologies into professional practice
   4c) Apply current research findings to professional practice
SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.
   5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

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 educational 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 finances
• Role of the school library media specialist in collaborating with teachers to develop curriculum and integrate 21st 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 opportunities 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. Students engage in this form of qualitative descriptive research by intensely studying an individual school library media center, drawing conclusions only about that library and only in that specific context. The student researchers do not focus on the discovery of a universal, generalizable truth; instead, emphasis is placed on exploration, description, analysis. Students spend the semester interviewing the librarian and other members of the school community, collecting data from artifacts and documents at the school, reviewing background readings to assist in interpretation of the information, and reporting the results.

Required Texts


Technology Requirements
The following are basic requirements for this course:
  • Create Word documents and spreadsheets
  • Design slide presentations
  • Use the Internet for information, communication, and assignments
  • Conduct work in Laulima, the UHM course management system
  • Use different tech tools and applications that may be introduced in the course

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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Maximum points</th>
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<tbody>
<tr>
<td>Self intro and feedback to another person – Laulima Forum 1</td>
<td>Self intro 8/28 Feedback 8/30</td>
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</tr>
<tr>
<td>Questions for case study – Laulima Forum 2</td>
<td>9/16</td>
<td>5</td>
</tr>
<tr>
<td>Case study chapter 2 draft – Laulima Forum 3</td>
<td>10/7</td>
<td>5</td>
</tr>
<tr>
<td>Critical friend response to chapter 2 – Laulima Forum 4</td>
<td>10/14</td>
<td>3</td>
</tr>
<tr>
<td>Creating professional networks - profiles</td>
<td>10/14 (in class)</td>
<td>5</td>
</tr>
<tr>
<td>Case study chapter 3 draft – Laulima Forum 5</td>
<td>10/21</td>
<td>5</td>
</tr>
<tr>
<td>Critical friend response to chapter 3 – Laulima Forum 6</td>
<td>10/28</td>
<td>3</td>
</tr>
<tr>
<td>Resource commons (online entries) - Laulima</td>
<td>11/4</td>
<td>5</td>
</tr>
<tr>
<td>Case study chapter 4 draft – Laulima Forum 7</td>
<td>11/11</td>
<td>5</td>
</tr>
<tr>
<td>Critical friend response to chapter 4 – Laulima Forum 8</td>
<td>11/18</td>
<td>3</td>
</tr>
<tr>
<td>Case study symposium</td>
<td>12/2</td>
<td>10</td>
</tr>
<tr>
<td>Case study – final version – Laulima Forum 9</td>
<td>12/9</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>84</td>
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</table>

The points will be converted to the following letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>82 to 84</td>
</tr>
<tr>
<td>B+</td>
<td>73 to 75</td>
</tr>
<tr>
<td>A</td>
<td>79 to 81</td>
</tr>
<tr>
<td>B</td>
<td>70 to 72</td>
</tr>
<tr>
<td>A-</td>
<td>76 to 78</td>
</tr>
<tr>
<td>B-</td>
<td>67 to 69</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 in the success of the course. Everyone begins the course with 5 “participation” 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* (2013).

**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 9/19 (before the class session).

**Organization and Content**

We will use a modified “jigsaw” method of cooperative learning for this task. To do this:

- Depending on the class size, you will work individually or in small teams.
- Each individual/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.
- Read the chapters or sections in *Empowering Learners* and *Enhancing Teaching and Learning* that are pertinent to the assigned focus.
- Create 10 questions related to the assigned focus.
- In class, meet with others assigned the same focus area and consolidate your work into one list of clearly stated questions that will be usable in a case study interview.
- As instructor, I will do the final edit of the list that will be used in the case study investigations.

**Assessment Criteria**

We will use the following criteria to assess the questions:

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 pts.</td>
<td>All questions focus on important aspects of school librarianship that are reflected in our course texts, <em>Empowering Learners</em> and <em>Enhancing Teaching and Learning</em>. All questions are stated clearly for use in an interview.</td>
</tr>
<tr>
<td>4 pts.</td>
<td>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.</td>
</tr>
<tr>
<td>3 pts.</td>
<td>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.</td>
</tr>
<tr>
<td>2 pts.</td>
<td>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.</td>
</tr>
<tr>
<td>1 pt.</td>
<td>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.</td>
</tr>
</tbody>
</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:


**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 (2013).
- 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 Laulima 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
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](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:
  o What are the strengths of the current program?
  o 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:
  o What are the strengths of the current program?
  o 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:
  o What are the strengths of the current program?
  o 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 pertinent 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.

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]


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.

**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.

<table>
<thead>
<tr>
<th>Scoring for critiquing drafts</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points = satisfactorily meets 3 of the criteria</td>
</tr>
<tr>
<td>2 points = satisfactorily meets 2 of the 3 criteria</td>
</tr>
<tr>
<td>1 point = satisfactorily meets 1 of the 3 criteria</td>
</tr>
</tbody>
</table>
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. Design my presentation for an audience of graduate students.
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:

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

Information and resources in the field of school librarianship.

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/aasl/researchandstatistics/slcsurvey/slcsurvey
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.


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.

Charged with educating librarians and the general public about the nature and importance of intellectual freedom in libraries.

Landmark document recognizing the importance of information literacy in a democracy.
http://www.ala.org/acrl/publications/whitepapers/progressreport
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/aasl/knowledge-quest
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.librarymediaconnection.com/ 
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 21st Century Skills. 
http://www.21stcenturyskills.org 
Includes a Milestones for Improving Learning and Education Guide for 21st Century Skills (under Tools and Resources--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 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 Research. 
http://www.ala.org/aasl/slr 
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.


