LBSC 741   **Seminar in School Library Program Administration**
Universities at Shady Grove, Building III, Room 4202
Wednesdays, 6:00 pm – 8:45 pm

INSTRUCTOR   **Dr. Gail C. Bailey**
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OFFICE HOURS   Upon request

CANVAS COURSE SITE: myelms.edu

COURSE OVERVIEW

"The mission of the library media program is to ensure that students and staff are effective users of ideas and information. The school library media specialist (SLMS) empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information by:

   --collaborating with educators and students to design and teach engaging learning experiences that meet individual needs.

   --instructing students and assisting educators in using, evaluating, and producing information and ideas through active use of a broad range of appropriate tools, resources, and information technologies.

   --providing access to materials in all formats, including up-to-date, high-quality, varied literature to develop and strengthen a love of reading.

   --providing students and staff with instruction and resources that reflect current information needs and anticipate changes in technology and education.

   --providing leadership in the total education program and advocating for strong school library media programs as essential to meeting local, state, and national education goals."
(*Empowering Learners: Guidelines for School Library Media Programs*, p. 8)

The basis for this mission statement was adopted by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) in 1988, as the cornerstone for the continuing development and improvement of library programs nationwide. In 1998, it was reaffirmed in the revision of the national guidelines, *Information Power: Building Partnerships for Learning*. In these guidelines, it was reaffirmed that library staff members working alone cannot accomplish this mission.   In 2009, the mission statement was revised again to describe the expanding responsibilities of school librarians, working collaboratively to help learners to develop the skills and abilities needed for them to be successful in the 21st Century.

The school librarian works with classroom teachers, administrators, and others to build a program that supports active, authentic learning; encourages students and staff to become lifelong learners; and models a vibrant, collaborative culture. The school librarian has the responsibility to administer the program effectively so that its mission and goals can be accomplished. LBSC 741 is designed to provide future school librarians with the knowledge and expertise necessary to administer effective programs.

LBSC 741 is the pre- or co-requisite for *LBSC 744, Internship in School Library Programs*. It is expected that knowledge and skills gained in this course will be translated into actions during the candidate's practicum experiences.

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

American Association of School Librarians and Association for Educational Communications and Technology. (1998) *Information Power: Building Partnerships for Learning.* Chicago and Washington: American Library Association and Association for Educational Communications and Technology.

Donham, Jean (2008). *Enhancing Teaching and Learning: a Leadership Guide for School Library Media Specialists – 2nd Edition Revised.* New York: Neal-Schuman Publishers, Inc.

Harada, V. H., & Yoshina, J. M. (2010). *Assessing for Learning: Librarians and Teachers as Partners* (2nd ed.). Santa Barbara, CA: Libraries Unlimited.

Additional readings are listed later in this syllabus.

EXPECTATIONS FOR CANDIDATES

Upon completion of this course, the candidate will demonstrate the ability to:

- define and communicate the role an effective library program plays in a learning community;
- explain the importance of creating a shared vision for an effective library program;
- develop policies and procedures related to planning and budgeting to support an effective library program;
- understand policies and procedures related to personnel and hiring;
- articulate the principles that undergird space planning for effective school library programs;
- discuss methods of evaluating library programs and services;
- use research from the field to explore the librarian's role in student assessment;
- explain how an effective advocacy program can develop support for the library program within and beyond the school; and
- state his/her philosophy regarding the value of the school library in teaching and learning.

The candidate will demonstrate these understandings through active participation in class discussions; effective oral presentations; submission of draft documents by required due dates; and preparation and submission of an online management portfolio. The candidate will demonstrate an ability to work effectively both independently and collaboratively with others and will actively contribute to the collective knowledge of the class.

GRADING

The Online Portfolio

Most of your final grade will be based upon the evaluation of an online management portfolio, which you will **submit no later than 8:45 PM on Wednesday, May 8, 2014**. The portfolio will reflect your work on a variety of assignments, many of which are to be submitted in draft form throughout the term or posted on the Discussion Board on the Canvas site. Each assignment is directly related to a critical component in school library program administration. The portfolio must include:

- a school overview (due 2/5)
  4 hours to complete; 2 with mentor librarian

- a statement for the library program mission and vision (due 2/12)
  4 hours to complete; 2 with mentor librarian

- a statement of personal philosophy regarding the role of the school library/librarian in learning and teaching (due 2/26)
  3 hours to complete

- a set of interview questions (post to the wiki for this week AND bring to class) (due 4/23) *1hour to complete*

- a professional resume (post to the Canvas AND bring to class) (due 4/23) *1 hour to complete*

- a memo to an architect (due 3/12) *2 hours to complete; 2 hours with mentor librarian*

- a draft survey of library program users; one staff survey, one student survey (due 4/2) *6 hours to complete; 2 hours with mentor librarian*

- a budget (due 4/16) 8 hours to prepare budget and defense *4 hours to complete; 2 hours with mentor librarian*

- a budget defense with visuals (presentations on 4/16) *4 hours to complete*

- a reflection on student assessment in the library (due 3/26) *3 hours to complete*

- a survey results overview (due 4/30) *2 hours to complete; 2 hours with mentor librarian*

- an overview of your online management portfolio with visuals (presentations on 4/30) *2 hours to complete*

- COMPLETE PORTFOLIO (due 5/7)

The complete portfolio must clearly demonstrate your competence in school library program administration. The assignments included in the portfolio must be based upon existing conditions in an actual library program in an actual school, and in collaboration with a certified librarian. All documents in the portfolio must reflect a single vision and overview. For each assignment there is an approximate amount of time it should take to complete the project, as well as the amount of time you are to spend in the library.

ASSIGNMENTS

Student Assessment Paper

It is becoming increasingly important that school librarians participate in student assessment. In this 3 - 5 page paper, respond to the following questions:

1. What is student assessment and why should school librarians be involved? Refer to relevant research and professional literature.
2. What, if any, evidence of student assessment have you observed at your cooperating school?
3. If you have not observed librarian participation in assessment, describe one lesson you observed and how the school librarian could have been involved in assessing student learning. If you have observed student assessment in the library, describe what you saw and give one suggestion for improvement.

Budget Presentation

You will give a 5-minute presentation that will demonstrate your ability to make a coherent and compelling request for continuing funding for the library program to a budget committee or other decision-making body. Expect to spend an extensive amount of time preparing the budget documents and defense with mentor librarian.

Mock Interviews

You will participate effectively in mock interviews in which you will function both as an interviewer and an interviewee. You will also share your resume for critique.

Memo to an Architect

Each candidate is to assume that s/he has been the library media specialist at the school described in the Overview for five years. The candidate knows the good points and the bad points about the library media center as it exists today. A decision has been made to renovate the library media center because the population of the school is expected to increase by at least 50 percent during the next five years.

Based on the learning community's use patterns and stakeholders' information needs, the candidate and mentor librarian will prepare a proposal to renovate the library media center. The candidate is expected to comment upon the aspects of the current facility that are conducive to delivering an effective program and identify areas that should be changed. Each candidate is expected to include in the proposal specific information about size of the facility, number of users that must be accommodated, types of activities that will go on in the facility, staffing patterns, brief description of the collection, and any special programs or services that must be accommodated. The proposal must describe how the proposed changes will promote a positive educational climate and impact student learning. The candidate may include drawings or diagrams, but they are not required. It is important that the candidate keep in mind that the facility must be flexible enough to accommodate changes in technology, learning, and teaching that may not be easily anticipated. The primary expectation is that the renovated facility is appropriate for 21st century learners and takes into account the information needs of that school's unique learning community.

GRADE DETERMINATION

Management Portfolio Elements		750 points
	School and Collection Overview	50
	Vision & Mission Statements	50
	Teaching Philosophy	100
	Assessment Paper	100
	User Surveys	50
	Survey Results	150
	Budget Documentation	100
	Memo to an Architect	50
	Portfolio Execution	100
Budget Presentation		150 points
Mock Interviews		50 points
Portfolio Presentation		50 Points
Total		**1,000 points possible**

Grading Scale

A+   over 968
A,   933-967 points
A-   900-932 points
B+   868-899 points
B   833-867 points
B-   800-832 points
C   799 points and below

Each product is expected to reflect the highest professional standards, and both the content and technical quality will be considered in determining your grade for the assignment. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usages as well as adherence to APA guidelines are expected.

ACADEMIC INTEGRITY

The University has a student-administered Code of Academic Integrity and an Honor Pledge The Code strictly prohibits candidates from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Instances of any suspected academic dishonesty will be reported and handled according to University policy and procedures. For a more detailed description of the University's definition of academic dishonesty, visit http://www.faculty.umd.edu/teach/integrity.html.

COPYRIGHT NOTICE

Class lectures and other materials are copyrighted and may not be reproduced for anything other than personal use without written permission from the professor.

ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES

The University is committed to providing appropriate accommodations for candidates with documented disabilities. In order to ascertain what accommodations should be provided to facilitate your learning experience, please be sure to inform the instructor of your needs at the beginning of the semester. The instructor will then assist you in contacting relevant parties such as the University's Disability Support Services, who will work with you to determine and implement appropriate academic accommodations. For more information on the University's policies, see http://www.faculty.umd.edu/teach/disabilities.html.

ATTENDANCE POLICY

Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, candidates must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a candidate is absent more than 2 time(s), the instructor may require documentation signed by a health care professional.
3. If a candidate is absent on days when tests are scheduled or papers are due [or other such events as specified in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

EMERGENCY PREPAREDNESS

Information about the status of the campus is available at http://www.umd.edu/emergencypreparedness/. If the campus is closed, no activities, including school visits will be held.   Information about rescheduling of course activities will be provided via e-mail once the campus has reopened.

CourseEvalUM

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a member of the academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. An announcement about the availability of the evaluation website will be emailed to all candidates. Please go directly to the website (http://www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will be able to access online, at Testudo, the evaluation reports for the courses for which 70% or more candidates submitted their evaluations.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advance notice.

READING LIST

Allen, M., & Bradley, A. (2009). Portfolios : Justify your job as a library media specialist and the media budget during times of budget cuts. *Library Media Connection*, *28*(3), 48–50.

American Association of School Librarians. (n.d.). AASL crisis toolkit. Retrieved January 22, 2012, from http://www.ala.org/aasl/aaslissues/toolkits/crisis

Andrews, S. D., & American Association of School Librarians. (2012). *The power of data : an introduction to using local, state, and national data to support school library programs*. Chicago, IL: American Association of School Librarians.

Bishop, K., & Cahall, J. (2012). *Positive classroom management skills for school librarians*. Santa Barbara, Calif.: Libraries Unlimited.

Blue, E. V., & Pace, D. (2011). UD and UDL: Paving the way toward inclusion and independence in the school library. *Knowledge Quest*, *39*(3), 48–55.

Buzzeo, T. (2005). *Driver's ed for collaborators: Overcoming roadblocks, hazards and detours*. *AASL 12th National Convention & Exhibition*. Pittsburgh, PA. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/conferencesandevents/confarchive/pittsburgh/DriversEdforCollaborators.pdf

Church, B. A. P. (2011). School librarians as teacher leaders. *Delta Kappa Gamma Bulletin*, (Spring), 10–13.

Cooper, O. P., & Bray, M. (2011). School library media specialist-teacher collaboration: Characteristics, challenges, opportunities. *TechTrends*, *55*(4), 48–55.

Donahoe, T. (1993). Finding the way: Structure, time, and culture in school improvement. *Phi Delta Kappan*, *75*(4), 298–305.

Farmer, L. (2012). Brace Yourself: SLJ's school library spending survey shows the hard times aren't over, and better advocacy is needed. *School Library Journal*. Retrieved March 6, 2012, from http://www.schoollibraryjournal.com/slj/newsletters/newsletterbucketextrahelping2/893538-477/brace_yourself_sljs_school_library.html.csp#.T1aBncpiBE0.facebook

Fitzgerald, M. A., & Waldrip, A. (2004a). Not enough time in the day: Media specialists, program planning, and time management, part I. Library Media Connection, 23(1), 38–40.

Fitzgerald, M. A., & Waldrip, A. (2004b). Not enough time in the day: Media specialists, program planning, and time management, part II. Library Media Connection, 23(2), 26–28.

Fullan, M. G., & Miles, M. B. (1992). Getting reform right: What works and what doesn't. *Phi Delta Kappan*, *73*(10), 744–752.

Geier, D. B. (2007). Prevent disaster in your library: Advertise. *Library Media Connection*, *25*(4), 32–33.

Geitgey, G. A., & Tepe, A. E. (2007). Can you find the evidence-based practice in your school library? *Library Media Connection*, *25*(6), 10–12.

Harada, V. H., & Yoshina, J. M. (2004). Moving from Rote to Inquiry: Creating Learning That Counts. *Library Media Connection*, *23*(2), 22–25.

Hartzell, G. (2000). Being proactive. *Book Report*, *18*(5), 14–20.

Hartzell, G. (2003). The power of audience: Effective communication with your principal. *Library Media Connect*, *22*(2), 20–22.

Harvey, C. A. (2008). Principal perspective, Part 1: The role of the library media specialist. *School Library Media Activities Monthly*, *25*(2), 51–53.

Haycock, K. (2012). Advocacy revisited: Newer Insights based on research and evidence. *World Libraries*. Retrieved from http://www.worlib.org/vol19no1-2/haycockprint_v19n1-2.shtml

Hovendick, B., & Lance, K. C. (2011). The impact of library media specialists on students and how it is valued by administrators and teachers: Findings from the latest studies in Colorado and Idaho. *TechTrends*, *55*(4), 63–69.

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Johnson, D. (2012). Effective library budgeting. Retrieved February 2, 2012, from http://doug-johnson.squarespace.com/blue-skunk-blog/2012/1/23/effective-library-budgeting.html

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Marcoux, E. "Betty." (2009). The l0-week memo and technology. *Teacher Librarian*, *37*(2), 82–83.

Marie, K. L. (2005). From theory to practice : A new teacher-librarian tackles library assessment. *Teacher Librarian*, *33*(2), 20–25.

Martin, A. M. (2011a). Data-Driven Program Development : A Quick Guide. *School Library Monthly*, *28*(2), 2011.

Martin, A. M. (2011b). Data-driven leadership. *School Library Monthly*, *28*(2), 2. Retrieved from http://www.schoollibrarymonthly.com/articles/pdf/DataDrivenGuide.pdf

Martin, A. M., Westmoreland, D. D., & Branyon, A. (2011). New design considerations that transform the library into an indispensible learning environment. *Teacher Librarian*, *38*(5), 15–20.

McGown, S. W. (2007). Valuable volunteers: How to find, use, and keep them. *Library Media Connection*, *26*(2), 10–13.

Miller, P. (2003). Establishing a budget. *School Library Media Activities Monthly*, *19*(5), 37–38.

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National Library of New Zealand. (n.d.). *Library surveys. Services to schools: Supporting literacy and learning*. Retrieved from http://schools.natlib.govt.nz/developing-your-library/tools-and-guides/library-surveys

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Regier, E. (2008). Weed whacking in the school library: Deselection for school librarians. *Encyclo-Media* 28. [PowerPoint Presentation]

Schwahn, C., & Spady, W. (1998). Why change doesn't happen and how to make sure it does. *Educational Leadership*, *55*(7), 45–47.

Sullivan, M. (2011). Divine Design. *School Library Journal*, *56*(4), 26–32.

Topper, E. F. (2003). Working knowledge: Timely tips for management. *American Libraries*, *34*(4), 94.

Wagner, T. (2001). Leadership for learning: An action theory of change. *Phi Delta Kappan*, *82*(5), 378–383.

COURSE SCHEDULE

Class	Topics	Major Questions	Required Readings Assignments
1. Jan 29	• Introductions • Overview of the Course • Setting Expectations • Identifying a School Site • Choose Portfolio Format	• Imagine Your Library (video) http://www.youtube.com/watch?v=w0F0vR4WGIg • What is the mission of the school library program according to ALA/AASL? • What is a portfolio?	• Donham, Ch. 1, 9, 10, 11, 14 • Empowering Learners, Appendices A – G • Allen & Bradley (2009)
2. Feb 5	• Vision and Mission • Teaching Philosophies	• What role(s) does a library program play in an effective school? • How do you define an effective school? • What is a vision? • What is a mission? • What is a teaching philosophy?	• Donham, Ch. 2 • Empowering Learners, Ch. 1, 4 • Information Power, Appendices A - D • HCPS (n.d.) • Schwahn & Spady (1998) • Wagner (2001) • Take the TPI (bring your results to class): http://teachingperspectives.com/drupal/take-survey • *School and Collection Overview Due*
3. Feb 12	• Change • Advocacy Visit to the ALA Washington Office. MEET at 6:00 PM at ALAWO **Ted Wegner** Grassroots Coordinator 1615 New Hampshire Ave NW 1st Floor	• How do we bring about change? • How do we begin the change process? • What legislative challenges are school libraries facing?	• AASL – Health & Wellness Toolkit • Geier (2007) • Hartzell (2003) • Haycock (2012) • Church (2011) • Donahoe (1993) • Fullan (1992) • *Mission and Vision Due*

Class	Topics	Major Questions	Required Readings Assignments
	Washington DC 20009-2520 Phone: 202-628-8410 http://www.ala.org/offices/wo twegner@alawash.org		
4. Feb 19	• Strategic Planning • Assessment • Leadership	• What is strategic planning? • How can the school librarian get involved in school-wide strategic planning? • Should school librarians participate in performance evaluation?	• Donham, Ch. 14 & page 313 • Cooper-Martin (2010) • Bailey & Paul (2012)
5. Feb 26	• Classroom Management • Collaborating with Other Educators Elementary School Visit: **Ducketts Lane ES** 6501 Ducketts Lane Elkridge, MD 21075 **Matthew Winner** http://dles.hcpss.org	• What does collaboration look like? • What is the relationship between flexible access and collaboration? • What are the advantages and disadvantages of flexible access? • How does scheduling happen? • How does behavior management differ in the library and the classroom? • How can you promote positive classroom management?	• Donham, Ch. 6, 7 • Empowering Learners, Ch. 2 • Information Power, Ch. 3, 4 • Buzzeo (2005) • Cooper & Bray (2011) • Bishop & Cahall (2012), Ch. 1, 6-8 (Chapters in ELMS) • ***Teaching Philosophy Statement Due***
6. Mar 5	• Evaluating Student Achievement High School Visit: **James Hubert Blake HS** 300 Norwood Road Silver Spring, MD 20905 **Susie Treat** http://www.montgomeryschools md.org/schools/blakehs/	• How do we measure student achievement?	• Information Power, Ch. 6 • Donham, Ch. 12 • Harada & Yoshina (2010), Ch. 1, 2, 7-9 • Andrews (2012) Ch. 1-3, 5-7 (Chapters in Canvas) • Harada & Yoshina (2004)

Class	Topics	Major Questions	Required Readings Assignments
7. Mar 12	• Information Power, 21st Century Learner, Common Core, NETS, Partnership for 21st Century Skills • Teaching & Testing Connections Guest Speaker: **Brenda Anderson** MCPS Instructional Specialist brendadanderson@gmail.com	• How are the standards related? • What do the standards mean for your library program and your role in the school community?	**Familiarize yourself with the standards listed under "topics" for this week.** • Porter et al (2012) • Watch and bring to class at least one discussion question for: http://www.readingrockets.org/books/interviews/aronson/ • *Memo to an Architect Due*
8. Mar 19	SPRING BREAK		(Suggestion: Read Ahead)
9. Mar 26	• Developing, Justifying, and Managing a Budget Guest Speaker: **Jeffrey DiScala** Graduate Research Assistant iSchool Doctoral Candidate discala@umd.edu	• How do we plan for future needs? • How do we identify additional funding?	• AASL – Crisis Toolkit • Farmer (2012) • Johnson (2007) • Johnson (2012) • Miller (2003) • *Student Assessment Paper Due*

10. Apr 2	• Evaluating Program Effectiveness
	  o State
	  o Local
	  o School
	
	Guest Speaker:
	TBD
		• How do we measure program effectiveness?
		• Who is Charlotte Danielson and why is her work important?
			• Donham, Ch. 13
			• Geitgey & Tepe (2007)
			• Marie (2005)
			• Martin (2011a & 2011b)
			• National Library of New Zealand (n.d.)
			
			• *User Survey Questions Due*

Class	Topics	Major Questions	Required Readings Assignments
11. Apr 9	• Building Collections, Scheduling, and Designing Spaces to Meet Learners' Needs Middle School Visit: **William H. Farquhar MS** 16915 Batchellors Forest RD Olney, MD 20832 **Marti Ladd** http://www.montgomeryschools md.org/schools/farquharms/	• What is a policy? A procedure? • What makes a library collection one that meets learners' needs? • What does a strong collection look like? • How do we design 21st century library spaces?	• Donham, Ch. 8 • Empowering Learners, Ch. 3 • Information Power, Ch. 5 • Blue & Pace (2011) • Regier (2008) • Sullivan (2011)
12. Apr 16	• Budget Presentations	• Why should we continue to fund your school library program?	• ***Budget Documents Due***
13. Apr 23	• Interviewing & Staffing Guest Speaker: **Rhonda Dedmond** Coordinator Department of Recruitment & Staffing Montgomery County Public Schools	• What are principals and supervisors looking for in a library specialist? What should you say and do at a job interview? • "Who Are The People In Your Neighborhood"? What roles do they play in the library program?	• Empowering Learners, Ch. 4 • Information Power, Ch. 7 • Harvey (2008) • Kenney (2009) • McGown (2007) • MCPS (n.d.) • ***Interview Questions Due Resume Due***
14. Apr 30	• Portfolio Presentations	• Is your portfolio ready to share with employers?	• ***Survey Results Due (in online portfolio, shown in class as part of your presentation)***
15. May 7	• Reflection	• How do you get it all done? • What is an annual report?	• Fitzgerald & Waldrip (2004a) • Fitzgerald & Waldrip (2004b) • Hartzell (2000) • Pappas (2004) • Topper (2003)

Class	Topics	Major Questions	Required Readings Assignments
			• Marcoux (2009) • ***Final Online Management Portfolio Due***