COLLEGE OF INFORMATION STUDIES
Spring 2015

LBSC 640:   **School Librarians as Information Professionals**
Online; Synchronous sessions by arrangement

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OFFICE HOURS: By appointment

ONLINE COURSE SPACE (available Jan. 26):   https://myelms.umd.edu/login

SYNCHRONOUS MEETING SPACE: https://webmeeting.umd.edu/lbsc640_spring15/

TWITTER HASHTAG: #lbsc640 (All students must have a Twitter account)

COURSE DESCRIPTION

Over the past 100 years, education in the United States has grown in size and–even more–in complexity. Part of this development has involved the developing recognition of the importance of the school library program as an integral part of the educational system. In order to function effectively within that system, school librarians must understand a number of elements that affect their position in the school: the historical, organizational, and contemporary contexts of school library programs; the principles of teaching, learning, and information literacy that underlie the school library program; and the leadership role that school librarians can play within the school community. This course introduces candidates to all these elements, concentrating on the various roles of the school librarians in supporting student learning.

The roles are derived from the mission statement first adopted in 1988, by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) to guide the development and improvement of school library programs nationwide. This mission statement was reaffirmed in 1998, and expanded in the revised guidelines for the field, *Empowering Learners: Guidelines for School Library Media Programs*, published by the American Library Association in 2009. As stated below, the mission statement

underlies the College's School Library Specialization and LBSC 640, which is designed to introduce candidates to the specialization and to the information professions in general:

The mission of the school library program is to ensure that students and staff are effective users of ideas and information. The school librarian 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 programs as essential to meeting local, state, and national education goals.

The course also will introduce candidates to the *Standards for the 21st Century Learner*, launched by AASL in October 2007. This document outlines the skills that candidates need for understanding, thinking and mastering subjects; the dispositions that guide their thinking and intellectual behaviors; the responsibilities that reflect behaviors used by independent learners in researching, investigating and problem solving; and the self-assessment strategies that enable candidates to reflect on their own learning.

COURSE GOALS AND OBJECTIVES

I. The candidate will understand the educational system within which the library program exists and the school librarian functions.
   A. The candidate will identify the formal organizational structures of federal, state, county, and local educational systems and will describe the impact of each system on the development and improvement of library programs.
   B. The candidate will discuss and analyze major issues facing educators, policy makers, and parents and the impact these issues have on the development and improvement of library programs and on the roles and responsibilities of the school librarian.
   C. The candidate will compare and contrast the relationship of the library profession to other segments of the information profession and the role of the school librarian to the roles of other information professionals.

II. The candidate will understand the role of the school library program and that of the school librarian within the educational system.
   A. The candidate will identify and characterize the objectives, functions, and clients of library programs.
   B. The candidate will identify and describe the major functions performed and roles assumed by school librarians.
   C. The candidate will explain foundational concepts in information studies as

they relate to the library program and the roles of the school librarian.
  D. The candidate will describe the results of recent research on the nature and effectiveness of library programs and explain its significance.
  E. The candidate will describe the relationship of professional standards and guidelines, state standards and expectations, and other appropriate documents to the library program and the school librarian.

III. The candidate will understand the issues and concepts related to the teaching/learning process as these affect the library program and the school librarian.
  A. The candidate will summarize current theories about learning and will relate these to the development of an effective library program.
  B. The candidate will describe the importance of collaboration and leadership in the development of a library program that is integral to teaching and learning.
  C. The candidate will describe the importance and value of an effective learning community and the role of the school librarian and other information professionals in creating such a community.

IV. The candidate will analyze, evaluate, and create new knowledge about the major topics covered in the course.

TEXTS

American Association of School Librarians (2009). *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: American Association of School Librarians, a division of the American Library Association.

Donham, Jean (2013). *Enhancing Teaching and Learning: a Leadership Guide for School Library Media Specialists – 3nd edition revised.* New York: Neal-Schuman Publishers, Inc.

READINGS

As assigned (See list at the end of this syllabus). As a courtesy, readings listed in the syllabus without a direct link are available through the *Course Reserves* link in Canvas. If you have issues retrieving the articles via Canvas, you must procure the readings on your own.

COURSE METHOD

In order to engage various learning styles in an online environment, this course will utilize a variety of instructional strategies to deliver the content for each week and various assessment methods to measure the achievement of learning objectives each week. There will be four synchronous meetings throughout the semester: (1) Introduction/first class; (2) Mid-semester meeting/guest lecture; (3) Observation presentation (Week 13) and; (4) Observation presentation (Week 14).

It is essential that every candidate read the course readings, participate in asynchronous activity planned for each week (if any), participate in the synchronous sessions and complete all the assignments. Candidates must read the assigned readings before completing the asynchronous/synchronous activity planned for each week (if any). Class lectures or notes for each week will be released at least ONE week before the actual topic discussion/activity. For example, the class lecture for Feb 6, 2015 will be released on January 30.

Based on critical examination of course readings, each candidate should develop an analytical stance concerning the issues in the course. The candidates are expected to question, challenge, argue, and discuss issues and topics related to that week's readings.

CLASSROOM ENVIRONMENT

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Remember—others may have different perspectives on issues than you, but they still deserve your respect. It is expected that during synchronous sessions, you will devote your full attention to the classroom and not be engaged in other activities.

ATTENDANCE POLICY

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

1. For every medically necessary delayed participation, a reasonable effort should be made to notify the instructors in advance of the class. The notification (can be in the form of a message through Canvas or phone call) must identify the week that your participation will be delayed and the reason for the delay, and acknowledging that the information provided is accurate.

2. If a candidate is delayed more than TWO times consecutively, the instructors may require documentation signed by a health care professional.

3. If a candidate is unable to submit an assignment before or on the due date, he or she is required to notify the instructors in advance (via a message through Canvas or phone), and upon returning to class, send the documentation of the illness, signed by a health care professional, via email.

EXTENSIONS

Timeliness is extremely important in graduate work, and extensions will only be available during personal emergencies. Candidates who need to request an extension should discuss the matter in advance with the instructors. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the assignments will result in a deduction of half of a letter grade for each day the assignment is late.

CANDIDATES WITH DISABILITIES

Candidates with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with the instructors. This should be done by the second week of class.

EMERGENCY PREPAREDNESS

Please check the University's inclement weather number (**301-405-SNOW [7669]),** which is used for inclement weather and other emergency situations. The University announces closings for snow early each day, not the night before. While local television and radio stations report on University closings, the information is not always correct. Information about the status of the campus is available at http://www.umd.edu/emergencypreparedness/. Information about possible rescheduling of synchronous activities and assignment deadlines will be provided via Canvas once the campus has reopened.

ACADEMIC HONESTY

Work submitted in this course will be individual (unless indicated as group work) and original, in line with the University's Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged.

GRADING

Candidates' grade will be determined through performance on class participation, three group reflective papers, a professional development experience, an individual presentation and report on your observations in school library programs, responses to presentations by other candidates in the class, and a final exam.

Reflection on first scholarly reading	50 points
Reflection on second scholarly reading	50 points
Reflection on third scholarly reading	50 points
Reflection on professional development experience	100 points
Class participation	100 points
Observation presentation	200 points
Responses to presentations	50 points
Observation paper	200 points
Final exam	200 points

Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining your grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative.

Grade range that will be used to determine the final grade for this class is 95+ percentage will be an A; 90-94.9 percentage will be an A-; 85-89.9 percentage will be a B+; 80-84.9 percentage will be a B; and below 80 will be a B-.

CLASS PARTICIPATION

Class participation points (100) will be based on active participation during the 10 weeks (10 points per week) where actual course content will be discussed, which are Week 2 through Week 7 and Week 9 through 12. Every week, candidates will do the following: (1) Complete the readings for the week; (2) View a pre-recorded lecture/webinar OR read lecture notes OR read the guiding questions OR attend a synchronous meeting; and (3) Complete the activity assigned for each week that will count toward the participation points.

To clarify point (3) above, for each week, the instructors will assign one activity that will count towards your participation points. For example, some asynchronous participation activities include providing responses to questions in the discussion board or writing tweets in response to a question/prompt posed. The specifics of the actual activity/question/response needed will be shared in the weekly pre-recorded lectures, lecture notes, or guiding questions. Please take note that you will only be able to participate in these activities in a timely manner if you have completed the readings for the week, and have watched/read the lecture presentations/notes for that week. For the week that we meet synchronously (Week 9), you must ask at least two questions to the presenter(s), and this will count as participation points. The instructors will post the first half of the participation grade in Week 7 and the other half on Week 13.

Class participation is not meant to be a burden, but to encourage critical thinking about the week's topic. For this reason we have placed certain limits on your submissions. Discussion board initial response posts should be no more than 350 words. You will also respond to two of your colleagues' posts. These responses should not exceed 100 words. Tweets are limited to 140 characters, of course.

REFLECTIONS ON SCHOLARLY WRITINGS
Postings due: February 13, February 27 and April 3 2015 at 5:30 PM EST

Although this is an online class, it is essential that we still have opportunities to engage in class discussions. As a result, for the three scholarly writing assignments, you will be randomly assigned through Canvas to groups of approximately 3-4 students. You will be placed in a different group for each reflection. You are expected to meet online with the members of your group using a web conferencing collaboration tool such as Skype, Google Hangout, Adobe Connect or any other tool of your choice. Whichever option chosen, a member of each group should inform Dr. Massey of the meeting time one week prior to the meeting and provide information about the web conferencing tool that will be used. Dr. Massey will likely drop in for at least a portion of each collaborative meeting. You should engage in a collaborative meeting at least once for each scholarly reflection. (Note: additional meetings are encouraged, but you need only to inform the instructors of one group session).

Your group reflections should be turned in via the Canvas assignments tab on or before the due date for each assignment. Only one member of each group needs to turn in a reflection, but please list each group member's name on the assignment.

Scholarly Reflection 1:
One of the roles of the school librarian is to be a leader – both in his or her school and in the field. Many school librarians find that engaging in personal learning networks online helps them to identify potential leadership opportunities – and to demonstrate leadership among their peers. You will engage in a mock-leadership experience in this assignment by answering a series of critical questions about the Jentz & Murphy (2005) reading in blog format. Consider your audience; you are writing to fellow librarians about this article and relating the content to your role as a member of the school library field.

Remember, in reading the assigned materials, it is important to maintain objectivity. You must maintain a level of skepticism and expect the author to make logical arguments and convince the reader of his/her authority.

Scholarly Reflection 2:
Imagine you are a school librarian in the school of your choice. Your principal is updating the standards he or she will use for your annual evaluation and has asked for your input. In this assignment, you should create an evaluation rubric for yourself structured around the five roles of the school librarian discussed in *Empowering Learners: Guidelines for School Library Media Programs*. Within each role, you should identify the different ways that you will demonstrate your impact on the school and student learning. You will also need to provide justification for why these roles positively impact your school. Please use evidence/justification gleaned from the readings for week 5 (and any other scholarly studies you find on your own). Make sure to cite your sources and write in a way that someone not accustomed to school library language can understand.

Scholarly Reflection 3:

Locate an innovative library lesson related to any content area – either in the form of a lesson plan or video of a lesson taught in a library by a librarian.

Please include a copy or a link to the innovative lesson plan that you have found with your reflection.

REFLECTION ON PROFESSIONAL DEVELOPMENT
Posting due: One week after your professional development session

Professional development is an important element in the career of every effective school librarian. Through ongoing continuing education, the school librarian models a commitment to lifelong learning. As a member of local, state, regional, and/or national organizations, school librarians have the opportunity to participate in conferences, meetings, and workshops; receive print and online journals and newsletters; contribute to online discussions and listservs; mentor or be mentored by other professionals; and build and sustain valuable networks.

To demonstrate the value of ongoing professional development and to enable you to begin building professional networks, you will be expected to participate in and reflect upon at least ONE continuing education/professional development meeting. For this assignment, please avoid professional development sessions that offered by your school districts (if you are currently working for a school district). The professional development meeting should be at least ONE day long. There are many education/professional development meetings that you can attend that are free or have minimal fee, but you are welcome to attend any paid professional development sessions that is relevant to librarianship and/or education. Here are examples of professional development meetings that are offered in MD:

- Common Ground, Ocean City, MD – April 30 – May 1, 2015 - http://www.commongroundmd.org
- Maryland Library Association, Ocean City, MD – May 6-8, 2015 - http://www.mdlib.org/conference/
- Diversity Symposium for LIS Education, UMD College Park – TBD

The requirement is just to attend and reflect on ONE of the above professional development activities. However, you are very welcome to attend more than one, if it is possible. If the choice of your professional development meeting is not on the list offered above, please send a message via Canvas to instructors to seek approval for attending your choice of professional development before registering. If a choice other than the above listing is selected, your choice of professional development session(s) will be approved on a case-by-case basis. You must inform us your choice of professional development activity by **February 2, 2015**. We recommend registering for the professional development activity as soon as you decide, to take advantage of the early bird registration discounts. If you attend professional development meetings in May, you must complete your professional development reflection the latest by **May 11, 2015**.

The rubric for the assessment of this Reflection on Professional development will be posted on the Canvas site.

OBSERVATIONS OF SCHOOL LIBRARY PROGRAM AND ANALYSIS
Presentations: Between April 21 and May 2 2015
Papers and Presentation Response due: May 2 at 5.00 pm EST

This assignment is designed to enable you to compare the vision and expectations described for school library programs and the realities that you find in schools in your community.

Each member of the class is expected to observe three library media programs during the semester, make an oral presentation via Adobe Connect and submit an analytical and reflective paper about the observations. One observation is to be made at each level–elementary, middle, and high school. Each observation must last a minimum of four hours during a typical school day. At least one observation must be done in a Title 1 School. No more than two observations may be made in any one district so that you can observe differences in expectations, staffing, collection development policies, programming, and/or levels of support between or among districts. At least two of the schools you visit must be publicly funded, but you may observe one non-public or independent school program.

Information gathered is to be presented to the class in a 20-minute oral presentation (and 5 minutes of questions and answer session) and in a 6-8 page typed, double-spaced paper in 12 pt. type. Your oral report must be supported by a PowerPoint or another visual presentation such as Prezi, Popplet, etc. (check for compatibility with Adobe Connect). You must familiarize yourself with Adobe Connect and be comfortable enough to present using Adobe Connect. Submit your PowerPoint presentation or links to other visual presentation and your paper via Canvas.

Both the presentation and the paper are to begin with brief descriptions of the schools you visited and then focus on your analysis of the library media programs observed. The analysis in the paper is to be guided by all six questions listed above; however, **your oral presentation must focus on questions 5 and 6.**

If you need assistance in identifying schools to visit, the instructor can provide you with the names of school librarians who have indicated that they would welcome candidates to visit their programs.

The rubric for the assessment of the paper and the presentation will be posted on the Canvas site.

You will be asked to respond in writing to specific questions about other candidates' presentations. The questions, which will change for each presentation, will be designed to help you focus your attention on the elements of effective library programs.

TAKE HOME FINAL EXAM
Take Home: May 4th 2015
Submission: May 11th 2015 at 5.00 pm EST

This is a take home final exam. The questions will be shared with you on May 4th 2015, and you must make submission of the answers via Canvas by May 11th at 5.00 pm EST. There will be four essay questions. It is expected that your completed answers will consist of **no fewer than eight (8) and no more than twelve (12) typed**, **double-spaced** pages in **12-point type in total, with standard one-inch margins**. A cover page and/or pages of references are not included in the page count but are mandatory. Your answers should be drawn from the readings, class discussions, guest speakers and observation experiences. Citations from the readings will be considered a strength. You are not allowed to get assistance from ANYONE to complete the final exam.

READINGS – articles that do not have a direct link can be accessed through the Modules section in the course website

American Association of School Librarians (AASL) and Association for Educational Communications and Technology (AECT). (1998). *Information Power: Building Partnerships for Learning*. Chicago: American Library Association. (pp. 1-7)

Creighton, P.M. (2008). Impact as a 21st Century library media specialist. *School Library Media Activities Monthly*, *24*(7), 40-43.

Dickinson, G. (2006, October). When does collaboration start?. *School Library Media Activities Monthly, 23*(2), 56-58.

DiScala, J. & Subramaniam, M. (2011). Evidence-based practice: A practice towards leadership credibility among school librarians. *School Libraries Worldwide*. *17*(2), 59-70.

Eisenberg, M.B. (2008). Information literacy: Essential skills for the information age. *DESIDOC Journal of Library & Information Technology*, *28*(2), 39-47.

Everhart, N. (2007). School library media specialists as effective school leaders. *Knowledge Quest, 35*(4), 54-57.

Francis, B.H., & Lance, K.C. (2011, July/August). The impact of school 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), 63-70.

Hargreaves, A., & Fink, D. (2004). The seven principles of sustainable leadership. *Educational Leadership, 61*(7), 8-13.

Jentz, B., & Murphy, J. (2005). Starting confused: How leaders start when they don't know where to start. *Phi Delta Kappan, 86*(10), 736-744.

Johnson, D. (2004). Proactivity and reflection: Tools to improve collaborative experiences. Minnesota Media. Retrieved from http://www.doug-johnson.com/dougwri/collaboration-and-reflection.html

Johnston, M.P. (2012). School librarians as technology integration leaders: Enablers and barriers to leadership enactment. *School Library Research*, *15*. Available: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol15/SLR_School_Librarians_as_Technology_Integration_Leaders_V15.pdf

Ludmer, R. (2008a, February). Learning experiences within a fixed schedule. *School Library Media Activities Monthly, 24*(6), 21-23.

Ludmer, R. (2008b, February). A fixed schedule and successful collaboration – An oxymoron?. *School Library Media Activities Monthly, 24*(6), 27-29.

Mardis, M.A., & Dickinson, G.K. (2009). Far away, so close: Preservices school library media specialists' perceptions of AASL's Standards for the 21st-Century Learner. *School Library Media Research, 12*. Available: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol12/SLMR_PreserviceSchoolLibrary_V12.pdf

Mondale, S. (Producer). (2001). *School: The story of American public education*. [Episode 1- The common school: 1770-1890]; [Episode 2- As American as public school: 1900-1950]; [Episode 3- Equality: 1950-1980]; [Episode 4- The bottom line: 1980-the present]. Stone Lantern Films, Inc.; KCET. Available in Hornbake Library (Nonprint Media) and Course Reserves

Muller, L. (2011). First school library?. *American Libraries*. Retrieved from http://www.ala.org/tools/first-school-library

Public Broadcasting System (PBS). (2011). Digital media: New learners of the 21st Century. Video retrieved from http://video.pbs.org/video/1797357384/

Scholastic Research Foundation. (2008). *School Libraries Work!*. Danbury, Conn.: Scholastic Library Publishing. Retrieved from http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf

Small, R.V., & Snyder, J. (2011). Research instruments for measuring the impact of school libraries on student achievement and motivation. *School Libraries Worldwide*, *16*(1), 61- 72.

Stripling, B. (2008, October). Dispositions: Getting beyond "whatever". *School Library Media Activities Monthly, 25*(2), 47-50.

Subramaniam, M., Ahn, J., Fleischmann, K. & Druin, A. (2012). Reimaging the role of school libraries in STEM education: Creating hybrid spaces for exploration. *Library Quarterly, 82*(2), 161-182.

Subramaniam, M., Ahn, J., Waugh, A., Taylor, N.G., Druin, A., Fleischmann, K. & Walsh, G. (2013). Crosswalk between the framework for K-12 science education and Standards for the 21st century learner: School librarians as the crucial link. *School Library Research. 16*. Retrieved from: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol16/SLR_CrosswalkbetweenFrameworkStandards_V16.pdf

Thomas, N.P., Crow, S.R. & Franklin, L.L. (2011). *Information literacy and information skills instruction: Applying research to practice in the 21st Century School Library*. 3rd ed. (pages 59-76). Santa Barbara, CA: Libraries Unlimited.

Todd, R. J. (2009). School librarianship and evidence based practice: Progress, perspectives, and challenges. *Evidence Based Library and Information Practice*, *4*(2), 78-96.

Valenza, J. (2010). Manifesto for 21st Century school librarians. European Network for School Libraries and Information Literacy (ENSIL). Retrieved from http://www.childrensliteracylab.org/uploads/website/docs/1786-1-Manifesto_21st_Century_School_Librarians.pdf

Weil, E. (2011). Meet your new school library media specialist. *Administr@tor Magazine*. Scholastic Inc. Retrieved from http://www2.scholastic.com/browse/article.jsp?id=3748779