



**LSSL 5337 – School Library Administration  
FALL 2017**

*LSSL 5337 is required for Master of Library Science and School Librarian Certificate*  
**College of Education, Department of Library Science**

**Instructor:** Dr. Rose Brock  
Academic Building IV, Room 419  
P.O. Box 2236/SHSU  
Huntsville, Texas 77341  
Office: 936-294-3158  
E-mail address: rosebrock@shsu.edu

**Virtual Office hours:**  
Available ONLINE by appointment at your convenience.

**Location of class:** This class meets ONLINE with a required Zoom session at the beginning of the semester and additional optional Zoom meetings throughout the semester.

**Course Format:**

This course is conducted online with the course shell being available for access on the first day of classes and concluding the final day of the semester. Interaction will take place through the Blackboard course site. Communication will include online group discussions and email messaging. Some course documents will be available through Blackboard documents.

**Course Description:**

Planning, organizing, policy making, staffing, budgeting, facilities planning, decision making, and services. Study of standards, trends, services, research, and evaluation of the library will be emphasized. Required for certification and MLS. Prerequisites: LSSL 5330, 5332, 5334.

**Textbooks and Required Reading:**

Woolls, B. et al (2014). *The school library manager*. 5th ed. Westport, CT: Libraries Unlimited. ISBN 9781610691338 (pbk) (AMAZON LISTS THE COPYRIGHT AS 2013)

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, IL: American Library Association (pbk)

The Texas State Library and Archives Commission. (2005, May 16). *School library programs: Standards and guidelines for Texas*. Retrieved from

<http://www.tsl.state.tx.us/ld/schoollibs/libprograms.html>

(This document has been uploaded to the relevant course unit and will be referenced for two major course assignments: Library Facility Report and Floor Plan, and Library Budget Request.)

**Recommended Professional Books:**

American Association of School Librarians, and Association for Educational Communications and Technology. (1998). *Information Power: Building partnerships for learning*. Chicago, IL: American Library Association.

AASL. (2009). *Standards for the 21<sup>st</sup>–century learner in action*. Chicago, IL: ALA.

AASL. (2012). *A 21st-century approach to school librarian evaluation*. Chicago, IL: ALA.

### **Course Objectives:**

Through learning activities in this course, students will:

1. Demonstrate an understanding of the importance of local, state, and national standard appropriate to school libraries.
2. Demonstrate an understanding of ways to establish and maintain a positive educational climate in the library media center.
3. Demonstrate an understanding of the larger library community, including professionalism, advocacy, and leadership.
4. Demonstrate an understanding of the relationship between education and school librarianship.
5. Demonstrate an understanding of the physical organization of a library media facility.
6. Demonstrate an understanding of accepted management principles and practices that relate to personnel, financial and operational issues.
7. Demonstrate an understanding of collaborative planning and assessment within the school community.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed below.

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

ESSENTIAL: Learning to apply course material to improve thinking, problem solving, and making decisions.

IMPORTANT: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

IMPORTANT: Learning how to find and use resources for answering questions or solving problems.

### **Course Requirements:**

Detailed guidelines for the following assignments are given in the appropriate Blackboard course units along with the materials for reading and learning. *Assignments are due by Saturday midnight of the unit / week noted here*; opening discussion posts are due by unit's midpoint (usually Wednesday); and responses to others' posts are due by Saturday.

- ALL assignments (including discussion board posts, even if they are late and you receive no credit points) must be submitted to pass the course.
- Please do not submit assignments by email unless instructed to do so. Use the unit's submission link as provided.
- Late assignment policy: Due dates are clearly given, and in general, late work is not accepted. In exceptional cases, when pre-arranged in collaboration with the instructor, late work may be accepted with loss of points.
- Several assignments must also be submitted to the TK20 link (thus contributing to your professional portfolio).
- Note that completion of a practice TExES 150 School Librarian exam will be required for

receiving credit for this course. The test will require your physical attendance at a predetermined site, and details for locations and dates for the practice exam will be provided.

**TK20: Note that ALL THREE benchmark assignments must be uploaded as ONE artifact in the same assessment to TK20 before the end of the course term (POLICY AND PROCEDURES MANUAL, FIVE-YEAR LONG-RANGE PLAN, and SCHOOL LIBRARY ASSESSMENT AND REFLECTION).**

This is a challenging course requiring significant reading and advance preparation for major assignments. Be aware of the schedule and due dates given below. The following list is dynamic, and some assignments may be dropped or amended with timely notification provided to students.

### **Course Assignments:**

**BEGINNING INTRODUCTION** – To begin the semester, you will design and post a brief overview of yourself that will help your instructor and classmates learn something about you. Then you will read and respond to the introductions of others. (Intro Unit, due by August 31; 10 points can be earned)

**DISCUSSION BOARD AND ZOOM PARTICIPATION**—Each of the 11 units will direct your reading and thinking to a topic pertinent to the unit’s content. A significant portion of your course learning and grade will come from your participation in this community. (For each unit, your initial post responding to topic prompt is due by unit’s mid-point; responses to your classmates should occur between the mid-point and the unit’s ending; 10 points to be earned each unit for 11 units = 110 points). **ZOOM CLASS DISCUSSION**—There will be a required Zoom session at the beginning of the semester to dialogue about the semester’s expectations, answer questions.

**BENCHMARK ASSIGNMENT/TK20 POLICY AND PROCEDURES MANUAL**—Course learning will prepare and require you to write a beginning policy and procedures manual that addresses six specific areas. (Unit 3; due by September 20; 20 points to be earned)

**COLLABORATIVE INFORMATION LITERACY LESSON PLAN** – With a partner or two you will prepare a lesson that addresses both Texas and AASL standards and is focused on student inquiry. (Unit 5; due by October 10; 25 points to be earned)

**LIBRARY FACILITY QUIZ** – You will respond to questions about a strong library program based on scenarios given, considering the current Texas Standards. (Unit 7; due by October 31; 15 points to be earned)

**LIBRARY BUDGET REQUEST** – You will be equipped and required to prepare a full-budget request for an existing school library using examples provided and based on chosen levels of Texas Standards. (Unit 8; due by November 10; 30 points to be earned)

**BENCHMARK ASSIGNMENT/TK20 FIVE-YEAR LONG-RANGE PLAN** – Course learning will prepare and require you to write a five-year long-range plan for an existing school library based upon chosen levels of Texas Standards, addressing needs in four categories: facilities, personnel, AV/computer equipment, and print materials. (Unit 8; due by November, 15; points to be earned)

**BENCHMARK ASSIGNMENT/TK20 SCHOOL LIBRARY ASSESSMENT AND REFLECTION** – You'll learn and be asked to evaluate an existing school library using an instrument based on pages 243-245 in the 5<sup>th</sup> edition of the Woolls textbook (A copy of the instrument will be provided in Blackboard course site). (Unit 9; due by November 20; 25 points can be earned).

### Course Grade:

Your final grade for this course derives from a simple formula of points earned divided by the total points possible (260). The resulting percentage will yield a letter grade. Those letter grades are:

Earning 90% (and up) of points possible = A

Earning 80% (and up) of points possible = B

Earning 70% (and up) of points possible = C

Earning less than 70% of points possible = F

### Course Content and Schedule:

Course content will progress through eleven units of study.  
Units of study by calendar week are these:

Introduction Days—Welcome to Class	August 23-25
Unit 1: The Evolution of School Libraries	August 25-31
Unit 2: The Faces of the School Library	September 1-10
Unit 3: The SL Work and Procedures	September 11-20
Unit 4: Leadership in the SL Program	September 21-30
Unit 5: Literacy and Learning in the SL ***	October 1-10
Unit 6: The SL as the Informational Heart of the School	October 11-20
Unit 7: Strategic Use of the School Library Facility	October 21-31

Unit 8; Strategic Planning and the School Library Budget	November 1-10
Unit 9: Assessing School Libraries	November 11-20
Unit 10: Integrating School Libraries in Community	November 20-30
Unit 11: The Many Roles of the School Librarian	December 1-5

**Course Matrix:**

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards
  - Required Program Standards (SPA - AASL/ALA)
  - State Standards/Competencies for certification
  - Conceptual Framework Alignment
  - Diversity and Disposition Proficiencies
  - ISTE NETS-T Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/ Assignments (including field- based activities)	Measurement (including performance-based)	Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator DDP-Diversity and Proficiencies ISTE NETS-T – Technology Standards
1. Demonstrates an understanding of the importance of local, state, and national standards appropriate to school libraries.	Units 8, 9	Class Discussion, Library Budget Request, Long-range planning, Library Assessment	S-5 TS-I.001 CF-1, 2 DDP-6
2. Demonstrates an understanding of ways to establish and maintain a positive educational climate in the library media center.	Units 2, 3, 5	Discussion, Library Facility Report and Floor Plan, Policy and Procedures Manual	S-3-5 TS-III.005 CF-5, 2 DDP-1, 5, 6, 10
3. Demonstrates an understanding of the larger library community, including professionalism, advocacy, and leadership.	Units 10, 11	Class Discussion	S-4 TS-I.001 CF-1, 3, 4 DDP-1, 5, 6 NETS-T - 5

Topic(s)/Objective(s)	Activities/ Assignments (including field- based activities)	Measurement (including performance-based)	Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator DDP-Diversity and Proficiencies ISTE NETS-T – Technology Standards
4. Demonstrates an understanding of the relationship between education and school librarianship.	Units 4, 5, 6	Class Discussion. Collaborative Information Literacy Lesson Plan	S-1 TS-I.001, III.005 CF-3 DDP-1, 2, 3, 5, 6, 8, 9, 10
5. Demonstrates an understanding of the physical organization of a library media facility.	Units 7, 8, 9	Class Discussion, Library Facility Report and Floor Plan, Facility Quiz	S-5 TS-III.005 CF-1, 5 DDP-6
6. Demonstrates an understanding of accepted management principles and practices that relate to personnel, financial and operational issues.	Units 3, 4, 8, 9	Class Discussion, Library Budget Request, Five-Year Long-Range Plan	S-5 TS-II:003 CF-1, 3, 5 DDP-4 NETS-T - 3
7. Demonstrates an understanding of collaborative planning and assessment within the school community.	Units 4, 5, 6, 9	Class discussion, Five-Year Long-Range Plan,	S-5 TS-II:003 CF-1, 3, 4, 5 DDP-9

Specialty Program Association (SPA) standards: Google “ALA/AASL Standards for Initial Preparation of School Librarians 2010”

Web address for **specialty organization standards**:

[http://www.ala.org/aasleducation/schoollibraryed/ala-aasl\\_slms2003.pdf](http://www.ala.org/aasleducation/schoollibraryed/ala-aasl_slms2003.pdf)

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

## Student Guidelines

### University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction

- [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

**Visitors in the Classroom-** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

### **Attendance**

Class attendance – As this is an online course, there will be no face-to-face meetings; however, it is essential that all required Blackboard interaction happens as prescribed by the course calendar.

### **Course Expectations**

1. Technology Requirements – It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving email messages, attaching documents to email messages, and conducting an online search. Microsoft Word is the word processing program that is necessary to complete assignments. It is necessary that students have access to a computer AT HOME. It is expected that graduate students who register for this course feel comfortable using a computer.
2. LIB\_SCI – It is expected that you have already joined the electronic discussion group for the Department of Library Science and will check your university email EVERY WEEK DAY.
3. Style sheet – It is expected that you understand research conventions and have a style manual available to you or regularly use an online source for APA (6<sup>th</sup> ED) style. See Selected Bibliography below for citation examples.
4. Assignment completion – All assignments (other than discussions) must be completed and submitted in order to pass this course.

## **College of Education Information**

### **Accreditation**

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the

Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).



## Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

## The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing

a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.



8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

### SHSU Dispositions and Diversity Proficiency (DDP) Standards

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

**In the Master of Library Science Program**, the Key Assessment and Assignments allow candidates the opportunity to complete the described diversity requirements. These assessments include:

- Beginning Program Dispositions (LSSL 5370)
- Proficient Dispositions (LSSL 5366)

### Diversity of Experiences (Field and Employment):

As a graduate candidate in the College of Education it is expected that you will have experiences with students in diverse settings. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards Sam Houston State University has adopted you should document **multiple and varied (diverse) field experiences**. Additionally, you

should complete a written reflection highlighting the totality of your experiences. The goal of this requirement is to monitor your experiences in diverse settings, reflect upon these experiences and your growth and development in knowledge, skills, and dispositions in teaching in diverse classrooms. This reflection and the summary of diverse field experiences chart must be uploaded into Tk20 as part of an existing course assignment.

Multiple and varied areas of diverse field experiences include, participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups. It is expected that some of these experiences will not occur at your current place of employment. We understand that the term field experience may not fully fit the experience and information you provide. You may use past or current employment placements.

### Bibliography

American Psychological Association. (2010). 6<sup>th</sup> ed. *Publication manual of the American Psychological Association*. Washington, DC: Author.

- Bolan, K. (2002). *Teen spaces: The step-by-step library makeover*. Chicago, IL: American Library Association.
- Carter, B. (2007, January). Leading forward by looking backward.” *Library Media Connection*, 16-20.
- Coatney, S., ed. (2011). *The many faces of school library leadership*. Westport, CT: Libraries Unlimited.
- Diggs, V. (2009, April). From library to learning commons: A metamorphosis. *Teacher Librarian*, 36, 32-38.
- Eisenberg, M., Lowe, C. A., & Spitzer, K. L. (2004). *Information literacy: Essential skills for the information age*. 2<sup>nd</sup> ed. Westport, CT: Libraries Unlimited.
- Erikson, R., & Markuson, C. (2001). *Designing a school library media center for the future*. Chicago: American Library Association.
- Everhart, N. (2007, March/April). School library media specialists as effective school leaders. *Knowledge Quest* 35, 54-57.
- Johnson, D. (2007, August/September) Don’t defend that book. *Library Media Connection* 26, 98.
- Kachel, D. E. (2013). School library research summarized. Retrieved from <http://sl-it.mansfield.edu/upload/MU-LibAdvoBklt2013.pdf>
- Killeen, E. (2009, June). Yesterday, today, tomorrow: Transitions of the work but not the mission. *Teacher Librarian* 36, 8-13.
- Koechlin, C., Zwaan, S., & Loertscher, D. V. (2009, October). The time is now: Transform your school library into a learning commons. *Teacher Librarian* 36, 8-14.
- Krashen, S. (2009, May/June). Anything but reading. *Knowledge Quest*, 37(5), 18-25.
- Kravitz, N. (2002). *Censorship and the school library media center*. Westport, CT: Libraries Unlimited.
- Lance, K. (2001). Proof of the power. *Multimedia Schools*, 8, 4+.
- Loertscher, D. V. (2000). *Taxonomies of the school library media program*. 2<sup>nd</sup> ed. Englewood, CO: Libraries Unlimited.
- Marcoux, E., & Loertscher, D. V. (2009, December). Achieving teaching and learning excellence with technology. *Teacher Librarian*, 37, 14-22.
- Marcoux, E., & Loertscher, D. V. (2009, October). The role of a school library in a school’s reading program. *Teacher Librarian*, 37, 8-14.
- Office of Intellectual Freedom, comp. (2005). *Intellectual freedom manual*. 7<sup>th</sup> ed. Chicago: American Library Association.
- Toor, R., & Weisburg, H. K. (2007). *New on the job: A school library media specialist’s guide to success*. Chicago: American Library Association.
- Woolls, B., & Loertscher, D. V. (Eds.). (2004). *The whole school library handbook*. Chicago:



American Library Association.

Zmuda, A., & Harada, V. H. (2009). Librarians as learning specialists: Moving from the margins to the mainstream of school leadership. *Teacher Librarian*, 36, 15-20