**LSSL 5370 School Librarianship**
**Spring, 2018**
*LSSL 5370 is a required course for Master of Library Science and School Librarian Certification*
**College of Education Department of Library Science**

**Instructor:**

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**Office hours:**
Office hours: by appointment

**Location of Class**:
This is an ONLINE course

**Course Description:** Introduces the design and development of curriculum that utilizes the systematic approach to instruction. Emphasizes explicitly stated objectives, appropriate teaching strategies, and production of materials to facilitate achievement of goals using the latest in instructional technologies, including multimedia. Required for certification and MLS. Prerequisite: None.

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

Essential:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
   To do this, you will:
   ● Read the required readings and take notes on your reading.

- To demonstrate development of the background of the subject, you will complete an online, timed multiple choice test.


2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
   To do this, you will:
   - Review hardware or software that is beneficial to student learning
   - Broadcast information about a library leader
   - Participate in professional organizations closely related to school librarianship


3. Learning to apply course material (to improve thinking, problem solving, and decisions
   To do this, you will:
   - Review hardware or software that is beneficial to student learning
   - Broadcast information about a library leader
   - Participate in professional organizations closely related to school librarianship


**Textbooks:**

Textbooks/Materials (**Required**)
1. American Association of School Librarians. (1998). Information power: building partnerships for learning. Chicago: American Library Association.
   a. Available in print and eBook format.
   b. This text is applicable to other courses and the school librarian profession.
2. Toor, R., & Weisburg, H. K. (2011). Being indispensable: a school librarian's guide to becoming an invaluable leader. Chicago: American Library Association.
   a. Available in print and eBook format

Textbooks/Materials (**Recommended**)

1. American Association of School Librarians. (2009). Empowering learners: guidelines    for school library media programs. Chicago: American Library Association.
   a. Available in print.
   b. This text is applicable to other courses and the school librarian profession.
2. American Association of School Librarians. (2009). Standards for the 21st-Century learner in action. Chicago: American Library Association.
   a. Available in print.
   b. This text is applicable to other courses and the school librarian profession.
3. American Psychological Association. (2010). Publication manual of the American Psychological Association, 6th ed. Washington, D. C.: American Psychological Association.

a. Librarians are expected to know how to cite references correctly and follow publication formats. This is an invaluable tool for formatting. Most colleges of education use APA.

b. It is not necessary that you buy the APA Handbook. You can use online resources but you do want to use APA throughout all course work in this program.

4. Moursund, D. (2007). A college student's guide to computers in education.

a. Available online at http://pages.uoregon.edu/moursund/Books/StudentHyperbook/contents.html

You may order the book(s) from the campus bookstore or the publisher or an online bookstore. It is possible for students to share textbooks if they live close by one another. Please make sure you have ordered and received your textbook early as assignments depend upon having it in hand.

**TK20 Account Statement (Required)**
A TK20 account **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: https:tk20.shsu.edu/

**Course Format:**
This course is online ONLY. The content of this course is delivered online using SHSU Online (Blackboard) and various Web 2.0 tools. More specifically, course concepts are learned through self-study, online peer discussions and responses, as well as individualized professor comments. Evaluation consists of self- evaluations, peer evaluations, and professor assessments using rubrics for products and discussions.

**Course Content** (Brief Overview)**:**
Course content will focus on seven major concepts and ideas. AASL Standard 4 and its four elements will be addressed in this course.

**UNITS OF STUDY:**

1. Basics: Includes Graduate Seminar
2. Professional Memberships (key assessments)
3. Advocacy & Leadership (key assessment)
4. Software Applications
5. Professional Ethics
6. Textbook Readings & Test
7. School Library Leaders Podcast (key assessment)
8. Course Evaluations

**MAJOR CONCEPTS AND IDEAS:**

1. Collaboration, leadership, and technology

2. Learning and teaching within school library media programs
3. Connections to the learning community
4. Using technology to support higher-order thinking
5. Evaluating materials using review sources
6. Developing professional dispositions of the field
7. Advocacy and leadership

## AASL STANDARD 4: ADVOCACY AND LEADERSHIP

Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

**Elements**

4.1 Networking with the library community

Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.

4.2 Professional development

Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth

4.3 Leadership

Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts

4.4 Advocacy

Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services.

**Student Syllabus Guidelines**

SHSU Academic Policy Manual -- Students

[Procedures in Cases of Academic Dishonesty #810213](#)

[Disabled Student Policy #811006](#)

Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

[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.

**NCATE Accreditation**

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

**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)

**COURSE REQUIREMENTS:**

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

| | 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

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*).

**College of Education Information:**

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

**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 of 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 or part of your culminating portfolio (whichever applies depending on your program of study). During this class, you will participate in an interview with the Library Science Department Chair.

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 [see the resource page for appropriate terminology at the end of this section].  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.

**GPA REQUIREMENTS**

Candidates must maintain a cumulative GPA of at least 3.00 on all graduate level coursework. Candidates who earn one grade of "F" or three grades of "C" in 500-, 600- or 700 level course will be terminated from the program. A candidate cannot graduate with three grades of "C" in a graduate program.

All course and program requirements must be completed by the assigned due dates in order to receive a grade in this course.

**COURSE GPS**
Our Spring 2018 semester runs from January 17 - May 4, 2018.
In this class, all assignments are turned in by the LAST DAY OF CLASS (May 5, 2018).
You will NOT have a final exam and therefore will have nothing due in this class during finals week.

| ASSIGNMENT | POINTS | DUE DATE |
|---|---|---|
| Course Introduction | 0 | January 30, 2018 |
| Listserv Participation | 20 | January 30, 2018 |
| Join TLA/ALA | 20 | January 30, 2018 |
| Grad Seminar | 0 | January 24, 2018 |
| Graduate Seminar Quiz | 20 | February 6, 2018 |
| Information Power Test | 100 | February 13, 2018 |
| Higher-Order Thinking | 30 | February 13, 2018 |
| Discussion Board Scenario 1 | (5) | February 13, 2018 |
| Leaders Podcast | 30 | February 27, 2018 |
| Feedback on Podcasts | 30 | March 6, 2018 |
| Discussion Board Scenario 2 | (5) | March 6, 2018 |

| | | |
|---|---|---|
| Newsletter | 30 | March 20, 2018 |
| Lesson Plans | 100 | April 3, 2018 |
| Networking | 30 | April 17, 2018 |
| Online Journal Brochure | 20 | April 24, 2018 |
| Discussion Board Scenario 3 | (5) | April 24, 2018 |
| HW/SW Review | 30 | May 5, 2018 |
| Discussion Board | (5) | May 5, 2018 |
| Discussion Board From All Months Total | 20 5+5+5+5 | Dates outlined above. |

** <u>All</u> assignments must be completed

in order to earn an "A".**

**Standards Matrix:**

| Course Objectives The Candidate will: | Course Activities | Performance Assessment | Standards Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Knowledge & Skills Proficiencies NETS – ISTE NETS Technology Standards |
|---|---|---|---|

| | | | |
|---|---|---|---|
| * Develop knowledge, skills, and dispositions to plan, implement, and assess effective teaching/learning in designated content with diverse learners through collaboration with the school library | * Review the Graduate Seminar materials provided about the Library Science program<br><br>* Provide evidence that the candidate consistently values and practices dispositions and consistently demonstrates good judgment and decision making at the Beginning Level. | * Graduate Seminar Quiz<br><br>* Leaders in School Librarianship<br><br>* Information Power Test | TS – 4.3, 4.4, 5.2<br>CF – 1, 5<br>DDP – 2<br>NETS – 4, 5<br>N – 3, 4 |
| * Collaborate with other professionals in professional development activities that support school librarianship and student learning | * Participate in professional development through membership in LIB_SCI, TLA, and ALA<br><br>* Participate in professional conference, read professional publications, or explore the organization's online resources | * Professional Membership<br><br>* TLC Listserv Participation<br><br>* TLA & ALA Membership and Participation<br><br>* Networking in Your Area | TS – 4.5, 5.11<br>CF – 1, 3, 5<br>DDP – 2,5<br>NETS – 3, 4, 5<br>N – 4 |
| * Evaluate instructional strategies and technologies, based on research and experience, that | * Assess prior knowledge concerning the use of technology<br><br>* Complete a | * Discussion<br><br>* Test<br><br>* Leaders in School Librarianship | TS – 4.5<br>CF – 1<br>DDP – 2<br>NETS – 5<br>N – 4 |

| | | | |
|---|---|---|---|
| help all students learn. | multiple choice answer test covering the material in the required textbook | | |
| * Demonstrate communication of information in different formats and for diverse audiences | * Design a graphic organizer demonstrating the concept of Mindtools<br><br>* Describe and discuss the details of leaders of school librarianship | * Graphic Organizer<br><br>* Discussion<br><br>* Leaders in School Librarianship<br><br>* Networking in Your Area | TS – 6.1<br>CF – 1, 5<br>DDP – 2<br>NETS – 3, 5<br>N – 3 |
| * Implement and evaluate instructional strategies and technologies, based on research and experience, that help all students learn. | * Construct an Excel spreadsheet and graph demonstrating the ability to document information necessary to a school library's operation<br><br>* Create a newsletter that includes the required information concerning school libraries and student achievement<br><br>* Assessment of peers' presentations in | * Excel Spreadsheet and Graph<br><br>* Newsletter<br><br>* Leaders Podcast | TS – 1.8, 3.3, 6.3, 6.5<br>CF – 1, 3, 5<br>DDP – 2, 5<br>NETS – 3<br>N – 3 |

| | the following assignment: Podcast of Leaders in Librarianship | | |
|---|---|---|---|
| * Evaluate technologies for use in the school library that help all students learn. | * Review online journals relevant to school librarianship<br><br>* Review hardware devices or software applications for the school library | * Online Journal Review<br><br>* Review of Hardware/Software | TS – 3.8, 5.11<br>CF – 1<br>DDP – 2<br>NETS – 3<br>N – 3 |

**Dispositions and Diversity Proficiencies:** See program requirements above

**Program specific URL address for Specialty Program Association (SPA) standards**:
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf

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

**Course Evaluation:**

Final grades for the course will be assigned according to the following criteria:

| | | |
|---|---|---|
| 432-480 points = | A |
| 384-431 points = | B |
| 336-383 points = | C |
| $\leq 335$ points = | F |

There are no D's in graduate school.
All assignments must be completed to earn an A.
The professor reserves the right to alter course requirements to better meet the learning needs of the graduate students.

**Expectations:**

**Assignments across Coursework**
The use of the same of similar work (even though it is your own) across courses within the Masters and/or Post-Bac program, is NOT acceptable. In each course, original work is expected -- not work used precisely as used in another class, OR work similar to work used in another class, but with a few changes made to appear to make it different. Original work in each course is expected. Use of assignments across courses in the Program will result in a conference with the Professional Concerns Committee and the Chair of Curriculum and Instruction and possible removable from the Program.

**Assignment Completion**
All assignments must be completed in order to pass this course.

**Cell Phone Policy**
Sam Houston State University Academic Policy Statement 100728

**Equipment Requirements**
It is expected that candidates who register for online can meet the following minimum software and hardware requirements:
- Technical Requirements -
   found at http://distance.shsu.edu/TechRequirements.html
- Information Technology Hardware Requirements - found at http://www.shsu.edu/~ucs_www/hardware_requirements.html
- Basic webcam and microphone

**Late Assignment Policy**
Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time"
if submitted by midnight the day due unless otherwise noted by professor (NOTE: All due dates/times are based on Central Standard Time). Submission of work after midnight will be considered late.

Late assignments will be reduced by 10% of points earned for every day late.
All assignments must be completed to receive a grade of A in this course.

**LIB_SCI**
It is expected that you have already joined the electronic discussion group for the Department of Library Science and will check your SHSU email EVERY WEEK DAY.

**Professional Participation**
It is expected that graduate candidates be active (engage with all course materials), enthusiastic, and collegial participants during the semester. In addition, it is expected that coursework is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled

**Professionalism Policy**

Professionalism is expected, both in the course and in the public schools. If individual assignments possess a striking similarity to another candidate's work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. Candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom.

Attendance, punctuality, the quality of the candidate's interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine professionalism, which in turn, signals readiness to advance in the degree program.

**Student Interaction Policy**
- Communication with any public school student inside or outside school is prohibited unless it concerns academics or classroom learning.
- Do NOT text, e-mail, or access student My Space or Facebook pages.
- Do NOT call students on their cell phones or home phones.
- Do NOT give students rides or socialize with them or their families.
- Contact with students outside of school is prohibited.

**Student Responsible for Dropping Course**

You need to be aware of the dates for dropping this course for refund, dropping without a grade, etc. Do not assume you will be dropped by the professor if you do not participate in the online course. You need to withdraw officially from this course.

**Style sheet**

It is expected that you understand research conventions and have a style sheet available to you or regularly use an online source for APA style. The Newton Gresham Library provides an APA style sheet http://library.shsu.edu/research/citationguides.php

**Technology Requirements**

It is expected that graduate candidates who register for online courses have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, taking digital pictures and video, scanning documents, and conducting online research, and using library electronic reserves. It is also necessary that candidates have access to a computer at home since much of the work for an online course is done in the evenings and on weekends. Additionally, it is expected that graduate candidates who register for an online course feel comfortable using a computer. Online courses move quickly and all candidates need to hit the ground running. This is NOT a place to begin learning the technology skills necessary for success

**Textbooks/Materials Requirement**

Purchasing the necessary texts and listed materials for an online course is the responsibility of the candidate.
Required textbooks and materials are essential for the successful completion of the module activities.

**Time Requirement**
For each hour in class, the candidate will be expected to commit at least three to five hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

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      teacher, and technologist. Teacher Librarian, 36(2), 74-78, 84.

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      learners: The Illinois study. Canton, IL: Illinois School Library Media Association.

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