Week 1: January 19, 2012

Topics

1. Introductions
2. Overview of course syllabus, requirements, assignments & expectations
3. The ASK model (Bakarman, 2005)
4. Defining curriculum
5. 21st Century Skills
6. State and National standards
   1. New York State Learning Standards:
   2. International Society for Technology in Education (ISTE) Standards:
      http://www.iste.org/standards.aspx
   3. Common Core State Standards
   4. AASL Learning Standards

IST675 Required Textbooks


Assignments to be completed BEFORE the first class meeting

1) Post your online introductions and photographs to the IST673 Virtual Introduction Page on Blackboard (you will be notified when the Blackboard site is up and running).
   a) Include a current photo
   b) What do you want us to know about you?
   c) What would we be surprised to know about you?
   d) Create a metaphor that describes your view of learning and briefly explain what it means

2) In 500 words (maximum) describe your teaching and learning philosophy, send this to me via email before class, and bring it to the first class meeting.

3) Fill out the following survey based upon your present skills and competencies:
   https://spreadsheets.google.com/viewform?formkey=dGJvYmxNSl96WENDX2dxQzdzc6MQ


5) Read Chapter 1: (Danielson, 2007) [*Students might have more current edition – that’s fine!*]

8) Review learning standards (see list below)

In-Class

1) Introductions: form groups of no more than four
   a) Introduce yourself to each other
   b) Share teaching and learning philosophies
2) The 21st Century School Librarian video
   a) Identify and outline 21st century learning skills
   b) Discuss how 21st century learning skills are different from previous learning skills.
3) Form Information Expert Groups (3-4 members per group) all topics must be covered.
   a) Information Search Models #1 (Presentations will be Week 4: February 9th)
      i) Kulthau
      ii) Stripling & Pitt
      iii) Pappas and Tepe
      iv) Joyce, Tallman & Yucht
      v) Online Learning Behavior
   b) Information Search Models #2 (Presentations will be Week 5: February 16th)
      i) Eisenberg & Berkowitz
      ii) The Handy 5 & KWL RAN
      iii) McKenzie’s Research Cycle & Irving
      iv) Inquiry-Based instruction & Constructivism
      v) Brain-based learning
      vi) Motivation Theories

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<tr>
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<tbody>
<tr>
<td>1.1, 1.3 1.8, 1.14, 1.19, 2.3, 2.4, 2.7, 2.10, 3.1.4, 4.2, 4.6.3</td>
<td>Understands the expectations, requirements and purpose of the course</td>
<td>Can describe SLMS roles and responsibilities as instructional partner and leader</td>
<td>Understands that learning is a process and not a product</td>
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<td>Understands the changing role of school librarian as teacher, instructional partner and school leader</td>
<td>Can define 21st century learning and various information literacies</td>
<td>Reflective learner</td>
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<td>Applies current research to teaching and learning</td>
<td>Can define curriculum</td>
<td>Appreciates learning as a life-long process and opportunity to grow socially, intellectually, and professionally</td>
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<td></td>
<td></td>
<td>Is responsible for self-learning</td>
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<td></td>
<td></td>
<td></td>
<td>Comfortable asking questions</td>
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<td>Comfortable contacting others (including the instructor) for help.</td>
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<td>Comfortable stating: “I don’t know” or “I don’t know how”</td>
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Week 2: January 26, 2012
Topics

- Standards for the 21st Century Learner
- The School Library
- School Libraries and School Reform
- Demonstrating Value
- 10 Steps to creating lesson plans (Stefl-Mabry, 2010).

Textbook Readings


Access, read and, if possible, bring to class (digital or hard copy):


Become familiar with the following resources:

This document establishes the content and frameworks for information literacy instruction

**Assignment:** Turn in Field Experience placement and signed Field Experience schedule

**In Class:** Explore a School & District’s Website

Form groups of no more than 4 people you have not worked with, then

1. Choose a school in New York State and access and explore its website (this must be a school district that no one in your group is familiar with, and it must be at least two hours away from the University at Albany.
2. Analyze the school’s report card (available online)
3. List areas of curricula (or program) strength and weakness
4. Provide an overview of the school’s library program
5. Outline the district’s curricular focus; accountability measures; administrators’ roles; perception of teachers, students, parents & community members; departmental priorities
6. Create a profile of the successful school graduate/learner in this district.
7. Describe key areas of competency and skills
8. List assessment and evaluation measures for students and/or for teachers.

**Due Week 3, February 2nd: School District Preliminary Information Literacy Curriculum Proposal**

Using your field experience school explore the school and district web site and then analyze the school’s report card (available online).

1. List areas of curricula (or program) strength and weakness
2. Provide an overview of the school’s library program
3. Decide upon one curriculum (content) area in need of improvement (for the above school).
4. Outline a lesson plan to improve the content area.
5. Identify the age and grade level of the students and outline the lesson’s overall goals and objectives and essential question(s).
6. List the standards the unit will address and include a listing of appropriate instructional resources.
7. List the assessments measures that will be used to determine the lesson’s effectiveness.
8. Outline the role of the classroom teacher and the school librarian.
10. Provide evidence of inclusiveness for students with disabilities.

This must the school district in which you are conducting your field experience.

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<tr>
<td>1.6.1.17,1.19, 1.20, 1.21, 1.24,</td>
<td>Understands importance and impact of district websites</td>
<td>Access and gather information from multiple media formats</td>
<td>Feels safe, respected and appreciated in the learning environment</td>
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<tr>
<td></td>
<td>Understands how online information may be perceived and interpreted</td>
<td>Evaluate validity and quality of information</td>
<td>Confident in using electronic information</td>
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<td></td>
<td>Familiar with state, national and organizational standards</td>
<td>Gather, assemble, interpret and synthesize information</td>
<td>Reflective as learner</td>
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**Week 3: February 2, 2012**

**Topics**

- Diagnosing Informational and Instructional Needs
- Customizing Instructional approaches
  - Differentiated Instruction
  - Cognitive development and learning styles
- Grover’s Diagnostic Model
- Theories of Learning and Learning Styles
  - Piaget
  - Bloom’s Taxonomy
  - Kolb’s Learning Modes
  - Gardner’s Multiple Intelligences
• Socioeconomic Issues and Children’s Information Needs
• Adverse Childhood Experiences (ACE)
• A framework for teaching

Assignments Due: Preliminary Information Literacy Curriculum Proposal (5%)

• Present the lesson plan to the class for critique and evaluation
• Peers will provide feedback and advice

Textbook Readings


In-Class

• Discuss ways in which the models and theories discussed in class can be incorporated into your information seeking presentations and your work in the field.
• Work on your presentations for next week integrating this week’s readings as appropriate
  o What do you know about your peers as learners?
  o What is your learning style?
  o What are the learning styles of the students in your field experience placement?
  o What are your peers’ learning styles?

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<td>Can identify and describe informational and instructional needs of learners</td>
<td>Can integrate theories and models into library skill development and information literacy instruction</td>
<td>Safe, respected and respectful in the learning environment</td>
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<td>Can identify theories of learning and learning styles and apply that knowledge to the development of curriculum</td>
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<td>Confident as group leader and/or group participant</td>
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<td></td>
<td>Understands concept of differentiated instruction</td>
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<td>Supportive of group members</td>
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<td>Understands the importance of socioeconomic issues and children’s information needs.</td>
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<td>Sensitive to the unique learning needs of others</td>
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<td>Understands Danielson’s</td>
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<td>Open to constructive</td>
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Week 4: February 9, 2012

Information Search Experts Group I

1. Kulthau  
2. Stripling & Pitt  
3. Pappas and Tepe  
4. Joyce, Tallman & Yucht  
5. Online Learning Behavior

Readings PRIOR to Class - as assigned by each presenting group:

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Week 5: February 16, 2012

Information Search Models II

1. Eisenberg & Berkowitz  
2. The Handy 5 & KW'L RAN  
3. McKenzie’s Research Cycle & Irving  
4. Inquiry-Based instruction & Constructivism  
5. Brain-based learning  
6. Motivation Theories

Readings PRIOR to Class - as assigned by each presenting group:

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Week 6: February 23, 2012

Topics

- School libraries and special education
- Teaching exceptional children
- Individual Educational Plans (IEPs)
- The social dimension of school library work
- Interpersonal interactions in the school library context
- The importance of the “library” and “librarian” connection

Textbook Readings


Additional Readings to be read prior to class

for Library Service to Children, 9(3), 12-14.

- Terrile, V. C. (2009). Technology for every teen @ your library. [Article]. Young Adult Library Services, 7(2), 33-36.

In Class Planning Session

In groups of 3-4 (with people you have not worked with before) discuss and outline a plan to adapt library services and instructional strategies in your library media center to accommodate all students, including those with disabilities. Please be sure to include:

- Universal design
- Instructional strategies
- Instructional configuration
- Equal access to services
- Equal access to collections
- Adaptive information technologies

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<tr>
<td>1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.11</td>
<td>• Understands the importance of serving the needs of all students in the school&lt;br&gt;• Understands the underlying</td>
<td>• Can design library programs to extend inclusive learning&lt;br&gt;• Can design projects to encourage collaboration with special education teachers methodologies&lt;br&gt;• Can seek out resource people in a school district</td>
<td>• Embraces the professional roles and responsibilities of the school library media specialist as instructional partner, information specialist and leader&lt;br&gt;• Understands that collaboration requires trust, time and sharing of common interests&lt;br&gt;• Shares a commitment to work toward developing a collaborative culture within the school</td>
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Week 7: March 1, 2012

Adaptive Technology Presentations I

• Readings

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Week 8: March 8, 2012

Adaptive Technology Presentations II

• Readings

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March 15, 2012 – No Class

Week 9: March 22, 2012

Topics

• Effective research-based assignments
• Authentic research
• Critical thinking
• Reading Skills
• Strategies for independent information seeking
• Information overload
• Planning and preparation
• The classroom environment
• Professional responsibilities

Textbook Readings


Additional Readings to be read prior to class


In-Class Planning Session: Professional Development Lesson

1. Choose any of the tools recommended on the AASL website (see http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsiteslistop25)
2. Think of yourself as a school librarian who would like to share these tools with teachers in your school. The purpose of this lesson is to demonstrate to teachers how to integrate this tool into their classroom instruction.
3. Describe the grade level(s), curriculum content area(s) that would be appropriate for this tool (be sure it is related to information literacy instruction).
4. Draft a lesson plan following the 10-Steps to Creating Lesson Plans (remember this lesson is to be presented to adult learners.
5. As a team modify the lesson to suit the learning needs of your peers, keeping careful notes of all modifications and the rationale for each change.
6. Create a flyer announcing this professional development workshop.
7. Lessons will be presented to the class on Week 10 & Week 11 March 29 and April 5.

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<td>• Understands learning theory and adult learners • Demonstrates extensive knowledge of content area: information fluency/information literacy, digital literacy and knowledge of</td>
<td>• Can create a professional development lesson aligned to state, national and organizational standards</td>
<td>• Safe, respected and respectful in the learning environment • Open to others’ views • Confident as participant and learner</td>
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resources

- Identifies resources to enhance content knowledge for teachers
- Demonstrates knowledge of resources for students, through the school/district, in the community, and electronic resources
- Understands Bloom’s Taxonomy and how it relates to information literacy/fluency instruction
- Exhibits competency in writing lesson plans to meet the typical developmental characteristics of the age group as well as for exceptions to the general patterns

- Can customize information literacy lessons to meet the information needs of individual students and/or teachers
- Can integrate higher-ordered instructional activities into lesson plans

- Responsible and responsive as group leader and/or group member
- Reflective in thought and practice
- Open to constructive criticism
- View lesson creation (planning) as a process not a product

---

**Week 10: March 29th, 2012**

**Professional Development Mini Workshop #1**

**In-Class**

1. Each team will present their professional development lesson to the class.
2. At the end of each presentation the class will provide constructive feedback and suggestions for improvement.
3. The class will complete a proficiency rubric for each presentation (using the four Danielson Domains).

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**Week 11: April 5th, 2012**

**Professional Development Mini Workshop #2**

**In-Class**

1. Each team will present their professional development lesson to the class.
2. At the end of each presentation the class will provide constructive feedback and suggestions for improvement.
3. The class will complete a proficiency rubric for each presentation (using the four Danielson Domains).
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• Understands how to develop, implement, and assess lesson plans  
• Understands how to select appropriate resources/technology for instruction  
• Understands how to adapt instruction to meet the learning needs of diverse students | • Communicate clearly  
• Outline instructional goals  
• Lead students to ask questions and solve problems that are meaningful for them  
• Monitor student learning  
• Provide a variety of assessment strategies  
• Provide feedback  
• Reflect upon what was successful, what modifications could be made, and outline a plan for improvement | • Safe, respected and respectful in the learning environment  
• Open to others’ views  
• Confident as participate and learner  
• Responsible and responsive as group leader and/or group member  
• Reflective in thought and practice  
• Open to constructive criticism  
• Recognize that teaching is an art and takes practice  
• Accept each teaching experience as a learning experience  
• Willing to learn from and with students |
Week 12: April 12th, 2012


Topics

- Educational Research and Assessment
- Outcomes-Based Education
- Authentic Assessment
- Alternative Assessment
- Evaluating the School Library/School Librarian
- Educational value of the School Library Programs
- Evidence-Based Practice

Textbook Readings


In Class

- In small groups, design at least two assessment models to evaluate school librarians
- Identify how you will determine the knowledge, skills and attitudes of the school librarian?
- Formulate recommendations as to how teachers and librarians should be evaluated.
- How does your group define: best practice?

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- Understands the concepts of quantitative, qualitative and mixed methods research  
- Understands the concepts of practical action research and participatory action research  
- Understands the purpose of action research  
- Understands the importance of educational research and the role of the school library media specialist as instructional leader  
- Recognizes the relevance of | - Can create action research question (s)  
- Can outline the five chapter research design  
- Can provide a comparison of qualitative and quantitative methodologies  
- Can describe qualitative methodologies: experimental design, causal-comparative, correlational, survey, descriptive  
- Can describe qualitative | - Safe, respected and respectful in the learning environment  
- Open to others’ views  
- Confident group leader and member  
- Values research to promote and sustain school library programs  
- Values research to develop instructional planning and instructional leadership  
- Committed to help improve teaching and |
educational research in the daily professional life of a SLMS (beyond the requirements of this course and/or program)
• Understands what it takes to be an educational researcher
• Can design your action research project
methodologies: grounded theory, ethnography, case study, phenomenology, historical research
learning

Week 13: April 19th, 2012

Topics

• Creating competent students
• Computers and learning: benefits and challenges
• New competencies for a new age
• Teacher and school librarians as instructional partners
• Demonstrating knowledge of content and pedagogy
• Demonstrating knowledge of students
• Designing student assessments
• Educational Research

Textbook Readings


Readings PRIOR to Class

4. School libraries and academic achievement – 20 state studies http://www.lrs.org/impact.ph

In-Class

**Designing Action Research Projects**

In small groups

1. Outline ways to improve current impact studies using evidence-based action research.
2. Develop an action research project to explore the impact of school libraries on student academic achievement within your field experience environment.
3. Outline the entire research project, being as specific and detailed as possible
4. Identify one or two small phases of the project that you can realistically accomplish in conjunction with your mini-curriculum lesson this semester
5. Share research project ideas and designs with class for discussion and peer review.
6. Provide constructive criticism to peers.

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• Articulate clear expectations  
• Ensure that learning outcomes represent high expectations, rigor and critical learning in the discipline  
• Articulate learning outcomes through clearly written learning objectives in the form of student learning – “students will learn…”  
• Actively engage students in the learning process  
• Encourage students to question | • Set instructional outcomes  
• Align assessment to state, national and organizational standards  
• Align formative and summative assessment to instruction | • Safe, respected and respectful in the learning environment  
• Open to others’ views  
• Confident as participate and learner  
• Responsible and responsive as group leader and/or group member  
• Reflective in thought and practice  
• Open to constructive criticism  
• Committed to reflection, assessment and a willingness to learn. |
Week 14: April 26th, 2012

Information Literacy Curriculum Projects: Lessons Learned from the Field #1

Week 15: May 3, 2012 – Last Day of Class

Information Literacy Curriculum Projects: Lessons Learned from the Field #2

WORKS CITED

