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IST675: Curriculum and Supportive Resources
Instructor: Dr. Joette Stefl-Mabry
Course Mode: Online:
Course Meeting Dates: August 28th – December 11th, 2017

Contact Information
Email: jstefl@albany.edu
Skype Username: jstefl1
Cell Phone#: 1-845-337-9008

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Required Textbooks and Downloads

Texts to Purchase

3. Empire State Information Fluency Continuum: Benchmark Skills for Grades K-12 Assessments/Common Core Alignment. Developed by the New York City School Library System. Free download available at: http://schools.nyc.gov/NR/rdonlyres/1A931D4E-1620-4672-ABEF-460A273D0D5F/0/EmpireStateIFC.pdf This is a large file; if you don’t have a hard copy already, please make sure that you create one for yourself. You will be using

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1 I strongly recommend that you print out this large document (466 pages) and put it into a binder. You should be using it as a reference for your assignments throughout this course, IST673 and your internships.
this to create lesson plans throughout the semester.

**Required Downloads**

1. edTPA [https://edtpa.aacte.org/](https://edtpa.aacte.org/)

**Strongly Suggested Additional Readings**


**IST675 Course Description and Rationale: Challenges & Opportunities**

This is a graduate level inquiry-based course, grounded in theory and practice, and focused on teaching preservice and/or inservice educators how to develop, assess and evaluate information literacy curriculum and resources for elementary school, middle school and high school.

The course will be challenging, demanding and will require time, patience and intellectual rigor. The course will require work on both the instructor’s and the student’s part. However, each assignment is designed to make you a better educator and a more effective school librarian. **I will read and provide feedback to you, in a timely fashion, for every assignment you submit. Please read and reflect upon my feedback.** As this is an online course my feedback is a way to engage you in a conversation with me about your work. Conversations require two-way communication. If you disagree, or are confused by my comments please set up a telephone meeting with me immediately: 1-845 337 9008.

The class format will include a variety of research-based practical online teaching and learning experiences to provide you with opportunities to plan and implement edTPA learning segments (see: [https://www.edtpa.com/Content/Docs/edTPAMGC.pdf](https://www.edtpa.com/Content/Docs/edTPAMGC.pdf)), design effective assessments, and conduct educational assessment and evaluation. Several of the assignments will involve presenting lessons to your peers and using edTPA rubrics to peer and self-assess the lessons. Some lessons may be videotaped to enable self-reflection and improvement of professional practice.

Even if you are a certified teacher, the edTPA mirrors the Annual Professional Performance Review (APPR see: [http://www.capregboces.org/APPR/FAQs.cfm](http://www.capregboces.org/APPR/FAQs.cfm)) and it is the way teachers and principals are evaluated.
**Attendance, Communication, Expectations, Grading & Academic Honesty**

**Attendance:**
Students are expected to check in and participate several times each week during the academic semester (see [http://www.albany.edu/registrar/fall-2017-graduate-dates.php](http://www.albany.edu/registrar/fall-2017-graduate-dates.php)) in course activities including discussions, postings, presentations, chats, etc. In the unavoidable event that you must miss a week of online activity, please need to notify me via email, text or phone and make arrangements with other students re: distribution of group work.

Regular participation indicates that you are respectful of the work of your colleagues. As the course progresses you will be asked to provide feedback to your peers. They cannot do their assignments without your input, so please complete your assignments on time.

**Students who miss more than 1 week of active participation in online learning activities will have their final average dropped by two points for each week of nonparticipation.**

I understand only too well, that “life happens”, so please be sure to let me know, if possible, what is going on. Let your classmates know as well because your “silence” can have a detrimental impact on a group project.

**Communication**
Each student is expected to have an Albany e-mail account for this class. Please contact the instructor if you do not have an account or if you have questions about how to get one. Students will need to check e-mail and Blackboard several times a week. This is also the best method of communication with the instructor concerning assignments, questions, readings and online office hours. E-mail accounts can be applied for and accessed through the IT department see: [http://www.albany.edu/myualbany/index.php](http://www.albany.edu/myualbany/index.php)

Each student should also subscribe to IST-L, the Department of Information Studies' listserv.

**Telephone and/or Skype Sessions**
I have found that that with online courses telephone conversations and/or group Skype sessions can be incredibly useful to supplement and enhance communication. I will ask that you set up at least one or more individual telephone/Skype conversations with me early in the semester, and then again at midterm. I’ll post this as a requirement within the weekly assignments on Blackboard, however please do not feel that you have to wait in order to call me. You may ask for a telephone and/or Skype session at any time. I never want you to feel frustrated and/or “lost” during this course. If you are experiencing problems with assignments please let me know. My cellphone number is 1-845-337-9008 and my Skype user name is jstefl1, please don’t hesitate to reach out to me.

**Screen less Sundays**
I try, as much as possible, to keep Sunday as my screen less no workday. That being said I will not respond to email or take phone calls on Sunday unless it is an emergency.

**Graduate Course Expectations**
You will need to devote at least 12 hours per week to this graduate course. The course will depend heavily upon student involvement. You are expected to give and receive regular self and peer feedback to your colleagues on a weekly basis. This class isn’t just about your learning; it’s about you contributing in a meaningful fashion to the building of our learning community.

**Grading**

I shall give a grade of "R" (redo) for any assignment that does not meet graduate level standards. You will have one week to redo the assignment and resubmit it (together with the first graded submission). The "R" grade will be removed at that time if the redo is substantially improved. *Remembering to submit (and label) a “redo assignment” is YOUR responsibility.* A late redo will NOT be accepted.

A grade of "B" (full or partial credit) will be given for student performance that meets all course requirements, is on time and is judged to be satisfactory and reflective of graduate level work. Other grades will be determined in relation to the standard of a "B" grade.

Please proofread all assignments carefully before submitting, this includes posting to discussion threads and other online activities. I strongly suggest writing your responses using a word document (and/or other word processing software) and then copying and pasting your responses to Blackboard. Typically, there is a detailed rubric for each assignment, use that as a checklist before submitting assignments.

I will give a student a grade of **Incomplete** (I) only if the student was passing the class and is unable to complete the class in the semester it is offered.

**Grades will be Based on a Point System**

Each assignment will carry a certain number of points. At the end of the semester your final grade will be based upon the maximum number of points possible, and the points that you have accrued. Please do not think that once you reach 100 points on Blackboard that that means that you will get an A in the course. For example, if the maximum amount of possible points that you can receive in the course is 125 and you have accrued 100 points your final grade will be 100 divided by 125 or 80% (B-); if you accrue 110 out of 125 it will be 88 (B+).

**Mandatory Field Experience Hours**

Students are expected to complete at least 25 field experience hours for this course, unless you have not taken IST670 Learning Fundamentals for School Libraries, in which case you will need to complete 50 hours. A certified and tenured school library media specialist must provide mentorship doing your field placement. Please contact Sharon Davis: scdavis@albany.edu, to help set up your field experience placement: Please set up your field placements before the course begins on Monday, August 29th 2016, or at the very latest by September 11th.
Communicate with your K-12 Mentor Early and Often!

Early on during the fall semester discuss with your cooperating school librarian and/or teacher what topics will be covered in the beginning of November regarding information literacy instruction. Please be sure to check the school’s academic calendar and arrange to schedule your teaching dates in well in advance. Let the school librarian and/or teacher know that you would like to teach TWO CONSECTUTIVE LESSONS TO THE SAME GROUP OF STUDENTS. Design a learning segment that aligns to what the school librarian and/or teacher will be focusing on during that time period.

PLEASE WORK WITH YOUR K-12 MENTOR(S) AND PLAN ACCORDINGLY AS ALL COMPONENTS associated with this assignment must be completed by Monday December 4th.

Academic Integrity

Please review the resources provided by the University at Albany Libraries to familiarize yourself with the standards of academic integrity at the University at Albany: http://library.albany.edu/infolit/integrity and view the video on what constitutes plagiarism: http://www.albany.edu/eas/104/plagiarism.htm

Due to the exploratory nature of this course, students are encouraged to form working teams and talk about and read each other’s assignments, and foster and support collaboration. Nonetheless, students are expected to give credit where credit is due, citing the work and ideas of others in all assignments. As a policy for this course, plagiarism or cheating will result in a failing grade for the course. In addition, the instructor will pursue further disciplinary action at the university level. Plagiarism will result in a zero for the assignment in which the plagiarism occurred, a zero for the course and a referral to the Dean of Graduate Studies. After two referrals to the Dean's office for plagiarism students are automatically referred to the Office of Judicial Affairs.

Becoming a Participant in this Learning Community

Your participation is the learning experience. This is not a passive experience. You are invited to design, shape, and pursue learning experiences that meet your needs and will benefit your classmates and me. To that end, there are some things that would quickly erode our community and so must be avoided. These will be sufficient reason for you to fail the course immediately, and may also result in your dismissal from the school library media program:

- Missing more than one week of online activity (postings, etc.,) without written **prior*** permission from me and/or the dean of graduate studies
- Lateness in turning in assignments without permission from me
- Abusiveness toward instructors, classmates, or our K-12 learning partners, either online and/or in the field
- Failing to notify your K-12 mentors when you are not able to attend your pre-arranged schedule of meeting days/times
**Professionalism**

Please dress and act appropriately when you are in the field. You are representing yourself as an information professional, the University at Albany, the School Library Media Program and me. Please be on time and make sure you notify the school librarian and/or classroom teacher if you are unable to attend scheduled field experiences.
Course Goals

IST 675 is designed to help students meet the following goals of the Department of Information Studies and will be determined by your success on the following student learning outcomes (assignments).

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<th>Goal</th>
<th>Student Learning Outcomes</th>
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| 1. Demonstrates a sense of professional identity by applying the concepts and principles of library and information sciences and related disciplines. | • Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Development Workshop Project  
• K-12 Information Literacy Learning Segment  
• Peer evaluations and feedback |
| 2. Knows the history of the information professions and understand the changing roles of information professionals in a global environment | Curriculum projects are aligned to local, state (NYS²), and national associations’ professional standards  
• New York State P-12 Common Core Learning Standards  
• AASL Standards for the 21st Century Learner  
• International Society for Technology in Education (ISTE) Standards  
• Information Fluency Continuum  
• Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning Segment |
| 3. Creates, selects, acquires, organizes, describes, manages, preserves, retrieves and disseminates information using relevant theories and practices. | • Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning |

² If you are enrolled in this course and are teaching in another state please let the instructor know. This is important as state standards are not always the same, and your curriculum projects need to align to the state in which you are teaching.
| Segment | 4. Assesses the information needs of diverse and underserved populations and provides resources and instruction to meet those needs. | • Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning Segment  
• Field Experience |
| Segment | 5. Recognizes the crucial role of users in the development and delivery of user-centered information systems and services. | • Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning Segment  
• Field Experience |
| Segment | 6. Formulates, interprets, and implements information policy including issues of privacy, equity, intellectual property, and intellectual freedom. | • Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning Segment  
• Field Experience |
| Segment | 7. Promotes and demonstrates the use of ethical standards in the creation, management, and use of information. | • Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning Segment  
• Peer feedback |
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| 8. Conducts and applies research to develop, maintain, and evaluate information content and assess information services. | • Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning Segment |
| 9. Understands, implements and uses appropriate technologies in the delivery of information content and services. | • Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning Segment |
| 10. Understands the information environment and builds collaborative relationships to strengthen library and information services and literacy. | • Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning Segment  
• Peer evaluations and feedback |
Course Assignments

Discussion Forum 1: Video Introductions

Before Monday, September 11\textsuperscript{th} post a video introduction of yourself on the first discussion board forum. [Note: Graphics are greedy, I use an app called Capture to compress videos so that I can post them to YouTube].

Over the course of the semester you will be creating quite a number of narrated videos. Please use this week to explore and play with some video editing programs. This video highlights three of the best 2017 free video editing programs:

https://www.youtube.com/watch?v=74XXdSfQhdo

And another free program you might be interested in:

Movavi, which is a free screen capture app: https://www.movavi.com/mac-screen-capture/?gclid=EAIaIQobChMI3_Pm9c-l1QIVGp7AC3etwsAEAAAYASAAEgJif_D_BwE

Be sure to read this week’s reading assignments \textit{before} completing this assignment. Be sure to include:

- Current photo(s) inserted within your video
- An explanation of why you want to be a school librarian/teacher librarian.
- A story about the best teacher you’ve ever had, an explanation of what s/he taught you and a specific description of what it was about her/him that made her/him so memorable.
- A fun fact: for example, what would we be surprised to learn about you?

Discussion Forum 2: Read edTPA Handbook and Post Questions and Comments

By Monday, September 11\textsuperscript{th} read through the \textit{ENTIRE} edTPA handbook and “Making Good Choices” handbook (see course resources). You will NOT be completing your edTPA during this course, however you will be using the edTPA learning segment lesson templates and edTPA rubrics to create lessons and assess and evaluate your work as well as your classmates’ work.

- Post any questions, concerns and/or comments you may have regarding edTPA materials to Discussion Forum 2
- Respond to the questions that your classmates post

Assignment 1: Read/Reflect Summaries

Chapter Summaries (1-2 pages double-spaced maximum, font size = 11, one inch margins).
Use a K-W-L (Ogle, 1986)\(^3\) (http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) to answer the following questions:

1. **What Do I Know?**
What do I know about the topic/concept/issue PRIOR to reading/viewing the material?

2. **What Do I Want to Know?**
What do I want to know about the topic/concept/issue BEFORE reading/viewing the material?

3. **What Did I Learn?**
What did I learn about the topic/concept/issue AFTER reading/viewing the material?

4. **What Questions Do I Still Have?**

5. **How Can I Find the Answers to My Questions?**

**Discussion Forums: Questions and Reflections on Selected Resources/Readings**

After reading the selection create a list of questions that you feel would encourage your peers to think deeply and critically about the topic. Post at least two of your questions to the Questions and Reflection discussion thread.

- Post two or more questions related to each week’s reading designed to help your classmates think critically.
- Provide a response to at least one of the questions posted by your colleagues on the discussion board.

The questions you generate will be shared and explored as part of our learning experience over the course of the semester.

**Field Notes**

**Field Notes** will be collected three times during the semester. Please use the Field Note Template for your field notes. Refer to the field note rubric, as it will be used to assess the quality of your field notes.

- First field notes are due October 9\(^{th}\) (5%)
- Second field notes are due November 6\(^{th}\) (5%)
- Third field notes are due December 4\(^{th}\) (5%)

Please send your field notes via the assignment link in Blackboard with the file labeled as follows:

2017, IST675Fall, last name, first nameFN-1 i.e.:

2017IST675FallYourNameFN-1

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Information Search Models and Frameworks Online Instructional Segment: Group Project

Goal of Assignment: To explore research in information seeking and understand how theory and research supports information literacy instruction using the Empire State Information Fluency Continuum.

Central Focus: Graduate students will teach their peers an online learning segment (one lesson) integrating a specific information search model and/or framework and targeting the skills that are priority benchmarks for the development of information fluency.

The Priority Benchmark Skills are highlighted in BOLD in the Empire State Information Fluency Continuum see: http://schools.nyc.gov/NR/rdonlyres/1A931D4E-1620-4672-ABEF-460A273D0D5F/0/EmpireStateIFC.pdf. Identify the Empire State Information Fluency Priority Assessment Benchmark(s) (yellow pages in the Information Fluency Continuum) that you focused on for this presentation.

The learning segment will support the development of library literacies necessary for K-12 students to become critical thinkers, enthusiastic readers, skillful researchers, and/or ethical users of information.

Student Learning Objectives:

• Preservice school librarians will create an online instructional segment.
• Preservice school librarians will understand the connection between research in information seeking and K-12 practice.
• Preservice school librarians will use information seeking theory to inform instructional practice.
• Preservice school librarians will use pre-assessments to determine their students’ learning needs prior to developing instruction.
• Preservice school librarians will define the broad learning goals of their instructional segment
• Preservice school librarians will articulate specific student learning objectives of the instructional segment
• Preservice school librarians will justify the selection of pedagogical (teaching) and instructional resources by citing appropriate research.
• Preservice school librarians will use assessments to help learners attain the student learning objectives.
• Preservice school librarians will gather assessment information to shape and inform current and future practice.
• Preservice school librarians will use assessment information to evaluate the effectiveness of their pedagogical (teaching) and instructional choices.
Information Search Models and Framework Instructions:
You will be working with as a group on this project. I will randomly select your group and notify you via email who you will be working with.
I will create a new wiki page for your group to use for this presentation, feel free to add additional pages to the original wiki page. Be sure to organize the wiki pages in a way that will make it easy for the rest of us to navigate the presentation and associated materials.

Group Paper Assignment
Using your text as a starting point, read Chapter 3: The Information Search Process, and provide a detailed 6-8 pages double-spaced overview of the theories, models and/or frameworks of any four (4) researchers listed below and their corresponding information seeking models/frameworks:

1. Kuhlthau: Information Search Model
2. Callison: Free Inquiry Model
3. Stripling & Pitt: REACTS Model
4. Joyce and Tallman: I-Search Model

You must include references to the text (citations) and integrate at least three articles written by each of the researchers in the paper. Describe how their research relates to school librarians. Please use APA format for citations. A writing rubric will be used to evaluate the paper.

Online Class Presentation

- Create a 10-15-minute narrated lesson to the class (integrating one or more of the theories or frameworks) to demonstrate how to develop library literacies in a specified K-12 class.
- Please identify the targeted grade level of the lesson.
- You may create the presentation using video, PowerPoint, or Google Slides, but the presentation must be narrated with each person in the group participating. Be sure to check how the presentation performs on multiple browsers (IE, Safari, Chrome, Firefox, etc.,) and computer platforms (Mac and PCs).
- Include a pre-assessment activity that you will conduct with your classmates two weeks before this presentation is due. Please plan accordingly.
- At the beginning of your presentation, provide a catchy title, list all group members, and identify the grade level that the lesson targets.
- Next, share the results of the pre-assessment activity and provide a short paragraph of how you used the pre-assessment activity to shape the project.
- Identify the broad learning goal for the lesson and specific learning objectives that your group hopes peers will attain as a result of viewing the presentation.
  - Target no more than six learning objectives clearly identifying the ATTITUDE, SKILL(S), AND KNOWLEDGE [targeting affective, psychomotor, and cognitive learning domains] that you hope students will attain by the end of the lesson.
  - Be sure to have assessments that measure each of the learning objectives.
- Align your lesson to Priority Benchmark Skills. Be sure to use the Empire State Information Fluency Continuum.
- Cite all sources using APA format.
• Include at least one or more assessment activities to be performed during instruction (hint, make them a part of instruction) that your peers can complete online, to determine if they are attaining the three learning objectives. You can use Survey Monkey (https://www.surveymonkey.com/) and/or Google Forms (https://apps.google.com/learning-center/products/forms/get-started/) to create a real-time assessment.

• Encourage your peers to take the assessment before they move on to the next segment of your lesson. The purpose of this learning activity is to demonstrate how to use formative assessment during instruction.

• Develop a post-assessment activity (summative assessment) to determine if your peers have attained the learning objectives you hoped they would attain (you may use Survey Monkey or Google Forms.

• Be sure to provide evidence that all PARTNERS have contributed equally to the presentation.

Peers will use the edTPA planning rubrics 1-5, instruction rubrics 1 and 2, to evaluate the lesson (see Assignment 6). Please be sure all of your presentation materials are posted and that all links work properly.

Create a Wiki Page to Share your Work

Use the course Wiki to post your group’s presentation and title it appropriately to enable us to easily identify and navigate through the presentation. Please include the title of the presentation and the names of all authors.

Post links to all other materials associated with the presentation on your group’s wiki, including:

• A one page summary sheet of the researchers’ models posted as an attachment.
• An outline of the lesson plan (following edTPA 2016 School Library Specialist guidelines)
• Pre-assessment results (to be shared at the beginning of the presentation)
• Mid-assessment results (to be posted to the wiki one week after your presentation)
• Post-assessment results (to be posted to the wiki one week after your presentation)
• A one-page self-evaluation of your project explaining what you learned from this experience, and what modifications you might make in the future. Each presenter will post his/her own assessment/evaluation using Blackboard.

Peer Reviews of Information Search Models and Framework Presentations

The purpose of this assignment is to help your classmates become more effective educators. Please note that as a school librarian you may find yourself mentoring preservice school librarians and/or new librarians so the practice of providing and receiving constructive criticism is important. Remember effective assessment helps learners to attain the learning objectives.
After viewing and completing the exercises associated with each of the groups’ presentations, complete an assessment of each presentation using the edTPA planning and instruction rubrics and the instructions listed below:

1. General Instructions for Assessment Peer Review

- Create a word document (please do NOT save as a pdf).
- Start each new presentation assessment on a new page and number each one: Presentation #1, Title; Presentation #2, Title; Presentation #3, Title, etc.
- Provide the exact title of each presentation along with the names of each presenter and list your own name as the peer reviewer.
- What is the learning goal of the learning segment?
- What are the learning objectives of the learning segment?
- Identify the learning objectives as: attitudes, skills and/or knowledge.
- Do you feel the assessments were effective? Why/Why not?
- Do you feel that this lesson was appropriate for the grade level for which it was designed? Why or why not?
- Do you feel that YOU attained the learning objectives? How do you know?
- Use the rubrics associated with this assignment to assess each presentation.
- Do not just provide a rating number – explain why you selected the rating (1-5) you did and the specific criteria that you used to make that determination (assessment) – integrate theory and research to substantiate your assessment rationale (use APA format to cite sources).
- Suggest specific ideas to the presenters as to how they might strengthen their future presentations/lessons.

2. edTPA Planning Rubrics – use the following headers and ratings to score each presentation:

1. Rubric 1: Planning for Library Literacies Learning: How do the candidate’s plans to build students’ library literacies to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

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Explanation for score:

2. Rubric 2: Planning to Support Varied Student Learning Needs: How does the candidate use knowledge of his/her students to target support for students to become critical thinkers, enthusiastic readers, skillful researchers, and/or ethical users of information?

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3. Rubric 3: Using Knowledge of Students to Inform Teaching and Learning: How does the candidate use knowledge of his/her students to justify instructional plans?

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Explanation for score:

4. Rubric 4: Identifying and Supporting Language Demands: How does the candidate identify and support language demands associated with a key library literacies learning task?

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Explanation for score:

5. Rubric 5: Planning Assessments to Monitor and Support Student Learning: How are the formal and informal assessments selected or designed to monitor students’ progress toward developing the library literacies to think critically, read enthusiastically, research skillfully, or use information ethically?

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Explanation for score:

edTPA Instruction Rubrics\(^4\) use the following headers to score each presentation

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\(^4\) Note that we are not using all of the edTPA rubrics for this activity.
1. Rubric 7: Engaging Students in Learning: How does the candidate actively engage students in developing the library literacies necessary to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

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Explanation for score:

2. Rubric 9: Subject Specific Pedagogy: How does the candidate use resources and/or tools to help students understand how to think critically, read enthusiastically, research skillfully, and/or use information critically?

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Explanation for score:

**Information Fluency Priority Assessment Benchmark Assessment**

Identify the Empire State Information Fluency Priority Assessment Benchmark(s) (yellow pages in the Information Fluency Continuum) highlighted in this presentation. Do you think the lesson was successful in helping students to attain the benchmark(s)? Why or why not?

**Assessment Results**

Write up the results of the assessments related to your group project using text and graphs to summarize and present your findings, post this assignment to Blackboard. Be sure to include the:

1. Pre-assessment
2. Mid-assessment
3. Post assessment

What did you learn from gathering and analyzing the assessment information? What would you do differently the next time?
Children and Poverty Paper (Individual Paper)

Goals:
1. To help preservice librarians understand the long-term consequences of chronic exposure to poverty.
2. To challenge preservice librarians’ existing beliefs regarding students and families living in poverty
3. To help school librarians to create successful learning environments for all students

Student Learning Objectives:

- Preservice school librarians will be able to identify the long-term health effects of chronic exposure to poverty [aligned to Goal #1]
- Preservice school librarians will reflect upon their existing beliefs regarding students and families living in poverty [aligned to Goal #2]
- Preservice librarians will learn how poverty affects behavior and academic performance [aligned to Goal 1 & 2]
- Preservice librarians will be able to identify strategies to help disadvantaged students attain academic success [aligned to Goal #3]

Resources: Review/Read


View Poor Kids: http://www.pbs.org/wgbh/frontline/film/poor-kids/


Written paper 4-6 pages (Individual assignment)

BEFORE READING Jensen (2009) Morgan (2012), and White, Mistry & Chow (2013) complete #1 below: Explore and Connect:

1. Explore and Connect: Prior to reading the text:

   - Describe what you already know or think you know about the impact of poverty on children.
   - What do you know, or think you know about the impact of poverty on children’s behavior and academic performance?
   - What is epigenetics?
• What do you know about consistent sustainability?

2. Inquiry Phase: Focus

• As you read through the text and the articles keep track of your “reactions”.
• Create a “Glossary of Definitions” for the book and each of the articles.
• What concerns/questions do you have as you read through the material?
• How did the readings challenge your mental models re: teaching, learning and culture?
• Was the information presented in the text and/or articles useful to you as a school library media specialist? Be specific: Do you envision using the information in as a teacher/librarian? How? Why?

3. Write your paper making sure to address each of the following items

• Briefly describe what you learned by reading this book
• Provide specific examples of how this knowledge may have an effect on your pedagogical (teaching) and instructional practice with students and why?
• How might what you have learned effect your work with preK-12 teachers and administrators?
• How might what you have learned effect your work with parents and your school’s community?

4. Reflect:

• Was this a useful assignment? Reread the purpose of the assignment. Did the assignment help you attain the Student Learning Objectives listed? Why or why not?
• What was the most challenging part of this assignment?
• What would you change about this assignment?

Adaptive/Assistive Technologies Online Learning Segment (Group Project)

Goal:
To enable preservice school librarians an opportunity to demonstrate how the integration of adaptive/assistive technologies can help to ensure that the school library provides information access to all students.

Student Learning Objectives:

• Preservice school librarians will develop an online professional development instructional segment highlighting three or four (depending on number of people in the group) adaptive/assistive technologies.
• Preservice school librarians will understand the connection between research related to adaptive/assistive technologies and the development of information literacy competencies.
- Preservice school librarians will use research related to adaptive/assistive technologies to inform instructional practice.
- Preservice school librarians will use pre-assessments to determine their students’ learning needs prior to developing instruction [you may use survey monkey or the class email list to determine what “our” learning needs are].
- Preservice school librarians will define the broad learning goals of the learning segment.
- Preservice school librarians will articulate specific student learning objectives.
- Preservice school librarians will justify the selection of pedagogical (teaching) and instructional resources by citing appropriate research.
- Preservice school librarians will use assessments to help learners to attain the student learning objectives.
- Preservice school librarians will gather assessment information to shape and inform current and future practice.
- Preservice school librarians will use assessment information to evaluate the effectiveness of their pedagogical (teaching) and instructional choices.

Instructions: Adaptive/Assistive Technologies Online Learning Segment
- With partners (I will randomly assign the partners), create a new wiki page (or pages) for this presentation and title it appropriately to allow the rest of us to easily identify and navigate through the presentation.
- Collect data for the learning context information (i.e., students, strengths/needs, etc.,) to demonstrate how what you know about this particular group of students (your colleagues) and use this information to articulate the learning objectives and instruction (the “students” are your colleagues in this course).
- Create a 15-20 minute lesson plan geared for adults (teachers and/or school librarians) using the edTPA 2016 Handbook as a guide for the lesson, to teach your colleagues about three adaptive technology tools/apps. Be sure to integrate the following resources from the Syracuse University’s Project Enable website into your project:
  - Teach a lesson highlighting three adaptive technology tools/apps.
  - Project Enable Website – Syracuse University
  - Equal access for all students: http://projectenable.syr.edu/data/Library_Accessibility_Action_Plan2.pdf
  - Project Enable Resources: http://projectenable.syr.edu/RESOURCES
  - Center on Technology and Disability website: see http://www.ctdinstitute.org/library
  - Assistive Technology in the Classroom | Helping Challenged Kids Get the Most from Learning http://www.educationworld.com/a_tech/tech/tech086.shtml
- Create assessment(s) to determine whether participants achieved the intended learning goal and learning objectives.
- Share the assessment results with class one week after the presentation providing evidence of what your colleagues learned and post the assessment results to your Adaptive/Assistive Technology wiki page. [You are assessing what we, as learners learned].
Each group member will individually evaluate the effectiveness of his/her presentation based on the assessment results and will post a one-page evaluation summary to his/her blog. [You are evaluating YOUR teaching and instruction].

Peers will use edTPA planning rubrics 1-5, instruction rubrics 1 and 2, to evaluate the lesson. Please be sure all materials are posted to the wiki and all links work properly.

Peer Review Assessment of All Adaptive/Assistive Technology Lessons

The purpose of this assignment is to provide you with experience in providing peer reviews to enable your colleagues to become more effective educators. The practice of providing and receiving constructive criticism is important. Remember effective assessment helps learners attain the learning objectives.

After viewing and completing the exercises associated with each of your colleagues’ adaptive/assistive presentations complete an assessment of each presentation using the edTPA planning and instruction rubrics and the instructions listed below:

1. General Instructions for Peer Review Assessment

- Create a word document (please do NOT save as a pdf).
- Start each new presentation assessment on a new page and number each one: Presentation #1, Title; Presentation #2, Title; Presentation #3, Title, etc.
- Provide the exact title of each presentation along with the names of each presenter and list your own name as the peer reviewer.
- What is the learning goal of the learning segment?
- What are the learning objectives of the learning segment?
- Identify the learning objectives as: attitudes, skills and/or knowledge (affective, psychomotor and cognitive learning domains).
- Evaluate the effectiveness of the assessments
- Do you feel that YOU have attained the learning objectives? How do you know?
- Do not just provide a rating number – explain why you selected the rating (1-5) you did and the specific criteria that you used to make that determination–integrate theory and research to substantiate your assessment rationale (use APA format to cite sources).
- Suggest specific ideas to the presenters as to how they might strengthen future presentations/lessons.

2. edTPA Planning Rubrics - use the following headers and ratings to score each presentation

1. Rubric 1: Planning for Library Literacies Learning: How does the candidate plan to build students’ library literacies to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

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Explanation for score:

3. Rubric 3: Using Knowledge of Students to Inform Teaching and Learning: How does the candidate use knowledge of his/her students to justify instructional plans?

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Explanation for score:

4. Rubric 4: Identifying and Supporting Language Demands: How does the candidate identify and support language demands associated with a key library literacies learning task?

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Explanation for score:

5. Rubric 5: Planning Assessments to Monitor and Support Student Learning: How are the formal and informal assessments selected or designed to monitor students’ progress toward developing the library literacies to think critically, read enthusiastically, research skillfully, or use information ethically?
edTPA Instruction Rubrics\(^5\) - use the following headers to score each presentation

1. Rubric 7: Engaging Students in Learning: How does the candidate actively engage students in developing the library literacies necessary to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

2. Rubric 9: Subject Specific Pedagogy: How does the candidate use resources and/or tools to help students understand how to think critically, read enthusiastically, research skillfully, and/or use information critically?

Information Fluency Priority Assessment Benchmark Assessment

Identify the Empire State Information Fluency Priority Assessment Benchmark(s) (yellow pages in the Information Fluency Continuum) that are highlighted in the presentation.

Assignment 8: Information Literacy Learning Segment: Tasks 1-10

- Your learning segment should be at least two consecutive lessons for the same group of students. You will be implementing your lessons during your field experience placement sometime during the month of November.

\(^5\) Note that we are not using all of the edTPA rubrics for this activity.
• PLEASE WORK WITH YOUR K-12 MENTOR(S) AND PLAN ACCORDINGLY AS ALL COMPONENTS OF THIS ASSIGNMENT MUST BE COMPLETED BY Monday December 4th.
• Be sure to let your K-12 mentors know that you will be videotaping your lesson(s).
• Use edTPA planning rubrics 1-5, instruction rubrics 6-19, and assessment rubrics 11-15 in the planning, instruction, assessment and evaluation of the lesson.
• Identify the Empire State Information Fluency Priority Assessment Benchmark(s) (yellow pages in the Information Fluency Continuum) that you will focus on for this assignment.
• Write up your paper using edTPA guidelines, however you are not completing the entire edTPA, only the following tasks:

Task 1: Identify a class/group
• Identify one group/period/class for your edTPA learning segment
• Collect data for the learning context information (i.e., students, strengths/needs, etc.,) to demonstrate how what you know about this particular group of students informs your curriculum and instruction
• Examine the school report card for your school placement (see https://reportcards.nysed.gov/) what content areas might be improved for this school?
• What specific content area are your lessons designed to improve?

Task 2: Context for Learning
• Assemble information for the Context for Learning Information section (see pages 40-41 in edTPA handbook)
• Create a list of resources and the rationale you used to determine that these resources are appropriate.
• Create a bibliography (arranged by topic) of sources (texts, readings, websites, etc.) that you used to provide connections to principles of research and theory regarding the:
  o development of your curriculum
  o design of assessment(s)
  o choice of instruction and
  o selection of instructional resources. [Please use APA format.]

Task 3: Curriculum Resources
• Review curriculum, assessments and resources, etc. with cooperating school librarian and/or teacher
• Create bibliography of curriculum resources (texts, journals, videos, etc.) that you plan to use during your learning segment [use APA format].

Task 4: Know your students
• Demonstrate your depth of knowledge of your students in relation to the information literacy learning segment that you plan to teach. REMEMBER YOU ARE ONLY TEACHING TWO CONSECUTIVE LESSONS.
• Describe the class’s demographics, significant subgroups of students with similar characteristics, and students’ varied strengths (including personal, cultural, and community assets) and their learning needs. Your written commentary and lesson
plans should reveal what you plan to do in DURING THE TWO LESSONS to capitalize on the students’ strengths and meet their varied needs.

- Read all IEP/504 plans (if you are able to gain access), if not ask the school librarian or teacher to describe students’ IEP/504 plans.
- Discuss adaptations/accommodations for students with the school librarian and/or teacher

**Task 5: Collaborate and Communicate with Cooperating Mentors EARLY and OFTEN!**

- Early in the fall semester discuss with cooperating school librarian and/or teacher what topics will be covered in early November related to information literacy instruction. **Please be sure to check the school’s academic calendar and schedule this with your school librarian and/or mentoring teacher well in advance.** Let them know that you would like to teach TWO CONSECUTIVE LESSONS TO THE SAME GROUP OF STUDENTS.
- Review the curriculum with your cooperating school librarian and/or teacher and identify a **learning segment** to plan, teach and analyze. **Your learning segment should be at least two consecutive lessons with the same group of students.**
- Clearly identify the following:
  - The broad learning goal of the learning segment
  - The specific student learning objectives in terms of attitudes, skills and knowledge that you hope students will attain at the end of the learning segment.
  - The assessments you will use to determine the students’ level of attainment of the attitudes, skills and knowledge – assessment should be aligned to the each of the learning objectives. Try to use several assessments for each learning objective to improve validity. At the very LEAST you should have an assessment to determine students’ level of attainment of an “attitude”, a “skill” and also “knowledge”.
  - The learning outcome (or outcomes).
- Be sure to let your K-12 mentors know that you will be videotaping your lesson(s). For the purposes of this assignment you need only to share with me two 5-minute unedited video clips that you feel demonstrate your teaching at its best. Students’ faces need not be shown, position the camera so that only the back of students’ heads can be seen.
- Select a **learning segment of 2 lessons** (or, if within a large time block, about 1-2 hours of connected instruction). The lessons should build one upon another toward a central focus, with a clearly defined beginning and end.
- Define and describe a **learning task** including activities, discussions or other modes of participation that engage students to develop, practice and apply skills and knowledge related to a specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and will often include multiple forms of assessment to inform current instruction and/or shape subsequent instruction.
- Plan for, and be explicit in your plans, to differentiate instruction for individual learners during the lessons.
Task 6: Central Focus

- **Identify a central focus.**
  The central focus should support students to become critical thinkers, enthusiastic readers, skillful researchers, and/or ethical users of information.
- Identify the broad learning goal and practical learning objectives (student learning objectives) that you would like the students to attain as you present the lessons. Practical learning objectives are written at a level appropriate for and specific to individual lessons or units as opposed to broad learning goals. The presence of a perfectly aligned assessment can be a good indicator of the desired level of specificity re: practical learning objectives.
- Identify the Empire State Information Fluency Priority Benchmarks that you will be targeting during these two lessons.
- Describe assessments (pre-assessments, assessments provided during instruction, and post assessments), be sure to specify what learning objectives are being targeted in each assessment.

Task 7: Language Function

- **Choose one language function.** Identify a learning task where students use that language function. Identify the language that students will be expected to use to engage in the learning task and your instructional supports.
- Align broad learning goals and student learning objectives to local, state and national standards and/or appropriate research.

Task 8: Review Literature on teaching and learning


Task 9: Review literature on assessment:


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6 This reading list is by no means exhaustive. You should review all texts, resources and materials from all school library courses (including of course the education courses) BEFORE you begin working on your edTPA. You will need to explain the theoretical concepts and research that support/inform your curricular, assessment and instructional decisions.
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**Task 10: Student Engagement**

- Integrate research to substantiate your pedagogical (teaching) and instructional choices.
- In the design of your lesson plans make explicit reference to the use of best-practice, research-based methods such as:
  - multi-modal approaches based on multiple intelligences;
  - student-centered activities such as discussions, reflections, cooperative work, student choice;
  - interactive technology; hands-on activities; real vs. rhetorical questions;
  - frequency of feedback;
  - problem-based and/or project based learning; authentic learning; etc.

*Refer to the edTPA rubrics continuously. Make sure you are addressing the prompts and providing everything that is being asked in the rubrics*

**Assignment 9: Information Literacy Learning Segment Tasks 11-17**

**Task 11: Assessments**

- Create assessments to determine students’ level of attainment for each learning objective you have listed in your learning segment.
- Provide directions for all assessments. Assessments should be written and formatted in an unambiguous way conducive to easy and reliable replication.
- *Remember that a valid assessment is one that provides precisely the information that is needed to judge whether the learning objective has been attained as document in the learning outcome (i.e., the student’s written assignment, the student’s oral presentation, etc.).*
- Describe how assessment information (results) will be shared and used with students.
- Describe how assessment information will be used to shape and/or inform current or future instruction.
**Task 12: Lesson Planning**
- Work with collaborating school librarian and/or cooperating teacher to create two consecutive lessons that will support student attainment of the learning objectives.
- Be sure that lesson plans are written and formatted in an organized unambiguous way that can be easily replicated or adapted by others.
- Be sure that lesson plans are clearly directed to support student attainment of **ALL of the student learning objectives.**

**Task 13: Differentiating Instruction**
- Design lessons to secure the attention of all students
- Design lessons that are cognitively appropriate and sensitive and tailored to the cognitive needs and characteristics of the targeted student population
- Design lessons that are developmentally appropriate to the developmental needs and characteristics of the targeted student population.

**Task 14: Documenting evidence**
- Take photos of anything in the classroom that you refer to (manipulatives, charts, materials, etc.).
- Make copies of any worksheets or handouts
  - Label all copies with the lesson # and your name; number the copies
  - Emphasize the academic language (from your lesson plans) throughout your teaching.
- Make sure that you are differentiating instruction during each lesson based on students’ background, cultural characteristics, experiences AND learning strengths and needs.
- Make sure that the central focus of your lesson supports students to become critical thinkers, enthusiastic readers, skillful researchers, and/or ethical users of information.
- Collect assessment data from **every student** during at least one of the lessons – doing this during each lesson is strongly recommended.

**Task 15: Assessment Analysis**
- Include examples of assessment results. These should include pre-assessment results, formative assessment results and/or summative assessment results.
- Summarize and present the results of the assessment by individual students (do NOT use the students’ real names) and aggregate the results the assessments as a whole.
- Include both **quantitative** and **qualitative** assessment results. Quantitative patterns indicate the number of similar correct responses or errors across or within student assessments. Qualitative patterns include descriptions of understandings and/or misunderstandings, partial understandings and/or perceptions and interpretations that underlie quantitative patterns.
- Describe how assessment results informed your instruction (while teaching) and/or help to shape your future instruction.
- **The assessments should provide opportunities for students to demonstrate their ability to become any or all of the following – but remember these are BROAD LEARNING GOALS:**
  - Critical thinkers
Enthusiastic readers
Skillful researchers
Ethical users of information

- Organize the assessment data
- Analyze the data from the entire class
- Create tables or charts using the data
- Label the tables and charts
- Explain the results of the assessments referring to the tables and charts.

**Task 16: Use Assessment to Inform Instruction**
- Gather all materials needed to write the *Assessment Commentary*
- Scan the student work samples
- Collect examples of student work
- Copy and scan the student work samples
- Based on your analyses of student learning presented in prompts 1c-d, describe next steps for instruction:
  - For the whole class
- Explain how these next steps flow from your analysis of student learning.

**Task 17: Evaluation of Assessment**
Evaluate the efficiency of each assessment instrument that was utilized during the learning segment using the following criteria:
- Was the assessment given in the context of or concurrently with instructional activities in the classroom?
- Was the data from the assessment useful in directing the next lesson?
- Did the assessment consume the least amount of effort for obtaining, displaying and analyzing results that are a desired level of quality?
- Re: timeliness of the assessment: Were the results of the assessment available to plan the next day’s instruction? (the following week? A week or more?)
- Did the assessments produce useful results? For example were assessment results used to improve some feature of the learning segment? Future instruction?
- Were the assessments reliable? How do you know?
- Ask your cooperating school librarian and/or teacher to independently assess the students’ work and compare their results to yours. Were their results the same or different from yours? If they were different why do you think they were different? **Be sure to complete this part of the assignment.**

**Self-Assessment of Your Information Literacy Learning Segment**

Use the following edTPA rubrics to self-assess your work. Please note that there are additional rubrics in the list below (Rubric 8, 10, & 11) that were not included in previous peer assessment exercises. Remember to justify and/or explain the ranking that you give yourself for each rubric:

**edTPA Planning Rubrics - use the following headers to score your lessons**
1. Rubric 1: Planning for Library Literacies Learning: How do the candidate’s plans to build students’ library literacies to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

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Explanation for score:

2. Rubric 2: Planning to Support Varied Student Learning Needs: How does the candidate use knowledge of his/her students to target support for students to become critical thinkers, enthusiastic readers, skillful researchers, and/or ethical users of information?

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Explanation for score:

3. Rubric 3: Using Knowledge of Students to Inform Teaching and Learning: How does the candidate use knowledge of his/her students to justify instructional plans?

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<th>Level 4</th>
<th>Level 5</th>
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Explanation for score:

4. Rubric 4: Identifying and Supporting Language Demands: How does the candidate identify and support language demands associated with a key library literacies learning task?

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<th>Level 1</th>
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<th>Level 4</th>
<th>Level 5</th>
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</thead>
</table>

Explanation for score:
5. Rubric 5: Planning Assessments to Monitor and Support Student Learning: How are the formal and informal assessments selected or designed to monitor students’ progress toward developing the library literacies to think critically, read enthusiastically, research skillfully, or use information ethically?

<table>
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<tr>
<th>Level 1</th>
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</thead>
</table>

Explanation for score:

edTPA Instruction Rubrics\(^8\) - use the following headers to score your lessons

1. Rubric 7: Engaging Students in Learning: How does the candidate actively engage students in developing the library literacies necessary to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

<table>
<thead>
<tr>
<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
</table>

Explanation for score:

2. Rubric 8: Deepening Student Learning: How does the candidate elicit student responses to promote library literacies and develop their abilities to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

<table>
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<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
</table>

Explanation for score:

3. Rubric 9: Subject Specific Pedagogy: How does the candidate use resources and/or tools to help students understand how to think critically, read enthusiastically, research skillfully, and/or use information critically?

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<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
</table>

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\(^8\) Note that we are not using all of the edTPA rubrics for this activity.
4. Rubric 10: Analyzing Teaching Effectiveness: How does the candidate use evidence to evaluate and change teaching practice to meet students’ varied learning needs?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
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<th>Level 4</th>
<th>Level 5</th>
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</thead>
</table>

Explanation for score:

5. Rubric 11: How does the candidate analyze evidence of student learning of the library literacies necessary to think critically, read enthusiastically, research skillfully, or use information ethically?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
</table>

Explanation for score:
# IST675 Course Calendar Fall 2017

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Topic: Course Overview</td>
</tr>
<tr>
<td>August 28th</td>
<td>1. Overview of course expectations, requirements, course policies,</td>
</tr>
<tr>
<td></td>
<td>assignments etc.,</td>
</tr>
<tr>
<td></td>
<td>2. Information literacy: applying research to practice: value and</td>
</tr>
<tr>
<td></td>
<td>benefit</td>
</tr>
<tr>
<td></td>
<td>Goals</td>
</tr>
<tr>
<td></td>
<td>1. Students will understand course requirements, policies and academic</td>
</tr>
<tr>
<td></td>
<td>expectations.</td>
</tr>
<tr>
<td></td>
<td>2. Students will establish a learning community with their peers</td>
</tr>
<tr>
<td></td>
<td>3. Students will understand how to navigate through the IST675 Blackboard site</td>
</tr>
<tr>
<td></td>
<td>4. Students will understand the significance of the edTPA.</td>
</tr>
<tr>
<td></td>
<td>Student Learning Objectives</td>
</tr>
<tr>
<td></td>
<td>1. Students will be able to submit assignments in a timely fashion</td>
</tr>
<tr>
<td></td>
<td>[aligned to Goal #1 above]</td>
</tr>
<tr>
<td></td>
<td>2. Students will introduce themselves to their peers [aligned to Goal</td>
</tr>
<tr>
<td></td>
<td>#2]</td>
</tr>
<tr>
<td></td>
<td>3. Students will complete Forum #1 &amp; #2 assignments via Blackboard</td>
</tr>
<tr>
<td></td>
<td>[aligned to Goal #3 above]</td>
</tr>
<tr>
<td></td>
<td>4. Students will understand the history and purpose of edTPA and its</td>
</tr>
<tr>
<td></td>
<td>significance for their professional growth [aligned to Goal #4 above].</td>
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<tr>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>1. Forum #1 [aligned to Student Learning Objective #2]</td>
</tr>
<tr>
<td></td>
<td>2. Forum #2 [aligned to Student Learning Objective #4]</td>
</tr>
<tr>
<td></td>
<td>Resources/Read/View</td>
</tr>
<tr>
<td></td>
<td>1. What is the edTPA? [<a href="http://edtpa.aacte.org/about-edtpa">http://edtpa.aacte.org/about-edtpa</a>]</td>
</tr>
<tr>
<td></td>
<td>Assessments/Assignment</td>
</tr>
<tr>
<td></td>
<td>Date due: September 11 Forum #1: Virtual Introduction</td>
</tr>
<tr>
<td></td>
<td>Date due: September 11 Forum #2: edTPA Questions &amp; Comments</td>
</tr>
</tbody>
</table>
| Week 2:  
September 11th | Topic: History of School Librarianship, Information Literacy Standards, Curriculum |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>This week’s collection of readings and resources will help you to create information literacy curriculum for grades K-12.</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Students will understand the history of the school librarian information professions and understand the changing roles of school librarians as information professionals in a global environment</td>
</tr>
<tr>
<td>2.</td>
<td>Students will become aware of the curriculum resources available at the national and local level</td>
</tr>
<tr>
<td>3.</td>
<td>Students will become familiar with the American Association of School Librarian’s (AASL’s) information literacy professional standards</td>
</tr>
<tr>
<td>4.</td>
<td>Students will become familiar with local state standards related to information literacy</td>
</tr>
<tr>
<td>5.</td>
<td>Students with become familiar with state standards</td>
</tr>
<tr>
<td>6.</td>
<td>Students will become familiar with information literacy curriculum resources that support national and local standards</td>
</tr>
<tr>
<td><strong>Student Learning Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Students will understand how the role of the school librarian has changed over time [aligned to Goal #1]</td>
</tr>
<tr>
<td>2.</td>
<td>Students will understand the value of library skills instruction [aligned to Goal 2, 3, 4, 5, and 6]</td>
</tr>
<tr>
<td>3.</td>
<td>Students will be able to locate and identify national and local curriculum resources [aligned to Goal 2]</td>
</tr>
<tr>
<td>4.</td>
<td>Students will be able to locate and identify national professional standards related to information literacy [aligned to Goal 3]</td>
</tr>
<tr>
<td>5.</td>
<td>Students will be able to locate and identify local state standards related to information literacy [aligned to Goal 2 and 4]</td>
</tr>
<tr>
<td>6.</td>
<td>Students will be able to identify the Empire State Priority Benchmark Skills (New York State) [aligned to Goal 4]</td>
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<tr>
<td>7.</td>
<td>Students will be able to recognize the Common Core State Learning Standards [aligned to Goal 2]</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td><strong>Date due: September 18th Forum #3</strong>: Empire State Information Fluency Continuum &amp; Comments [this is aligned to Student Learning Objective 4]</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Date due: September 18th Forum #4</strong>: Common Core preconceptions, misconceptions, questions &amp; comments [aligned to Student Learning Objective 5]</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Date due: September 18th Readings and Chapter Summaries</strong> for Crow &amp; Franklin (2011) Chapters 1, 2 and various the various web sites listed above [aligned to Student Learning Objective 1,2, 3, 4, 5]</td>
</tr>
</tbody>
</table>
## Resources: Read/View

1. Read the AASL’s *Standards for the 21st Century Learner*
   [http://www.ala.org/aasl/standards-guidelines/learning-standards](http://www.ala.org/aasl/standards-guidelines/learning-standards). You will be expected to align the lessons you develop over the course of this semester to these national standards.
2. Skim through the entire Empire State Information Fluency Continuum
3. Carefully review the Empire State Priority Benchmark Skills (yellow section in the Empire State Information Fluency Curriculum Continuum). You will be expected to incorporate the Priority Benchmark Skills into your assignments over the course of this semester.
4. Review the Common Core State Learning Standards
5. View the 3 minute Common Core video: [http://vimeo.com/51933492](http://vimeo.com/51933492)
6. Familiarize yourself with Engage NY [http://www.engageny.org/frequently-asked-questions](http://www.engageny.org/frequently-asked-questions) OR if you are from another state other than New York, please contact the instructor and familiarize yourself with your state’s information literacy, ELA (English Language Arts) and/or social studies standards.
7. Review New York State ELA curriculum resources
   [http://www.engageny.org/english-language-arts](http://www.engageny.org/english-language-arts)

## Week 3: September 18th

**Topic:** Theories and models associated with teaching library and information literacy

**Goals:**

1. Students will learn about various theories and models associated with teaching library and information literacy skills.

**Student Learning Objectives**

1. Students will learn about Kuhlthau’s model of the Information Search Process [aligned to Goal #1]
2. Students will learn to identify Kuhlthau’s: Information Search Model [aligned to Goal #1]
3. Students will be able to identify Callison’s Free Inquiry Model [aligned to Goal #1]
4. Students will be able to identify Stripling & Pitt’s: REACTS Model [this is aligned to Goal #1]
5. Students will be able to identify Joyce and Tallman’s: I-Search Model [aligned to Goal #1]
Assessments

1. **Date due: September 25th**

   **Summary for Chapter 3:** The Information Search Process: Kuhlthau’s Legacy pp. 33-59 [aligned to Student Learning Objective 1 and **Summary for Chapter 4:** Alternative Frameworks for Process Instruction pp. 59-76 (aligned to Student Learning Objective 3-5).

2. **Date due: September 25th** Information Search Models and Frameworks Online Presentations [aligned to Student Learning Objectives 1-5]

Resources: Read and/or Review:


Week 4: Wed. September 25th

**Topic: Information Search Model/Framework Presentations**

**Goals**

1. Students will provide online instruction about the various information search frameworks and models with their peers
2. Students will understand how theory effects practice
3. Students will understand the value of educational assessment and evaluation
4. Students will learn how to write learning goals and learning objectives

**Student Learning Objectives**

5. Preservice school librarians will create an online instructional segment. [Aligned to Goal #1]
6. Preservice school librarians will understand the connection between research in information seeking and K-12 practice. [Aligned to Goal #2]
7. Preservice school librarians will use information seeking theory to inform instructional practice. [Aligned to Goal #1]
8. Preservice school librarians will use pre-assessments to determine their students’ learning needs prior to developing instruction. [Aligned to Goal #3]
9. Preservice school librarians will define the broad learning goal(s) for their instructional segment [Aligned to Goal #4]
10. Preservice school librarians will articulate specific student learning objectives of the instructional segment [Aligned to Goal #4]
11. Preservice school librarians will justify the selection of pedagogical (teaching) and instructional resources by citing appropriate research. [Aligned to Goal #2]
12. Preservice school librarians will use assessments to help learners attain the student learning objectives. [Aligned to Goal #3]
13. Preservice school librarians will gather assessment information to shape and inform current and future practice. [[Aligned to Goal #3]
14. Preservice school librarians will assessment information to evaluate the
effectiveness of their pedagogical (teaching) and instructional choices.  
[Aligned to Goal #3]

Assessments/Assignments

15. **Date due: October 9**<sup>th</sup>  Students will peer review the Information Search Models and Frameworks Presentations for each of their colleagues  [Aligned to Goal #1-4 and Student Learning Objectives 1-10]

16. **Date due: October 9**<sup>th</sup>  Field Notes #1 In your first set of field notes reflect upon this week’s readings and identify and describe examples that you have observed of *instructivism* and/or *deep learning* in your field placements. If you were the school librarian for the building what **specific recommendations and modifications** would you consider making to promote deeper conceptual learning? [Aligned to Student Learning Objectives 1-8]

17. **Date due: October 9**<sup>th</sup>: Write up the assessment results related to your group project using text and graphs to summarize and present your findings. Be sure to include the:

1. Pre-assessment
2. Mid-assessment
3. Post assessment

What did you learn from gathering and analyzing the assessment information? What would you do differently the next time? (This is an individual project).

Resources: Read/Review
Read and review each of your classmate’s Information Search Models and Frameworks Online Presentations

<table>
<thead>
<tr>
<th>Week 5: October 9&lt;sup&gt;th&lt;/sup&gt;</th>
<th><strong>Topic:</strong> The New Science of Learning <strong>Goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Students</strong> will understand how the new science of learning can be applied in the school library</td>
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<tr>
<td><strong>2. Students</strong> will learn how to diagnose informational and instructional needs</td>
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**Student Learning Objectives**

1. Students will be able to define *instructivism* [aligned to Goal #1]
2. Students will be able to define the term *knowledge economy* [aligned to Goal #1&2]
3. Students will be able to identify elements of *instructivism* in present-day k-12 classrooms [aligned to Goal #1]
4. Students will understand the importance of developing deep conceptual understandings [aligned to Goal #1&2]
5. Students will be able to identify instructional strategies that deepen conceptual understanding in K-12 settings [aligned to Goal #1 &2]
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<tr>
<td><strong>Week 6: October 16th</strong></td>
<td><strong>Topic: The Effects of Poverty on Children</strong></td>
</tr>
<tr>
<td><strong>Goals:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Students will understand the long-term consequences of chronic exposure to poverty.</td>
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<tr>
<td>2. Students will examine their existing beliefs regarding students and families living in poverty.</td>
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<tr>
<td>3. Students will learn how to create successful learning environments for all students.</td>
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<tr>
<td><strong>Student Learning Objectives:</strong></td>
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<tr>
<td>- Preservice school librarians will be able to identify the long-term health effects of chronic exposure to poverty [aligned to Goal #1].</td>
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<tr>
<td>- Preservice school librarians will reflect upon their existing beliefs regarding students and families living in poverty [aligned to Goal #2].</td>
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<tr>
<td>- Preservice librarians will learn how poverty affects behavior and academic performance [aligned to Goal 1 &amp; 2].</td>
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<tr>
<td>- Preservice librarians will be able to identify strategies to help disadvantaged students attain academic success [aligned to Goal #3].</td>
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**Assessments/Assignments**

1. **Date due: October 16th Chapter Summaries** for Chapter 5: Evolving context for Teaching and Learning pp. 77-90 and Chapter 6: Diagnosing Informational and Instructional Needs pp. 91-126 [aligned to Student Learning Objectives #2, 4, 5, 6, 7 & 8].

**Resources: Read/Review**

- The New Science of Learning [posted on Blackboard]
- Chapter 5: Evolving context for Teaching and Learning pp. 77-90
- Chapter 6: Diagnosing Informational and Instructional Needs pp. 91-126

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**ACE PowerPoint**

**Assessment/Assignment:**
**Date due October 23rd:** Paper: Children and Poverty

<table>
<thead>
<tr>
<th><strong>Week 7: October 23th</strong></th>
<th><strong>Topic: Promoting Thinking for Understanding</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Goals</strong></td>
</tr>
<tr>
<td></td>
<td>1. Preservice school librarians will promote <em>thinking for understanding</em> in the library and the K-12 classroom</td>
</tr>
<tr>
<td></td>
<td>2. Preservice school librarians will learn how to make <em>learning visible</em> in the library and K-12 classroom</td>
</tr>
</tbody>
</table>

**Student Learning Objectives**

1. Preservice school librarians will understand the importance of providing authentic learning experiences for students [aligned to Goal #1]
2. Preservice school librarians will be able to design learning activities that engage students in authentic intellectual activity [aligned to Goal #1]
3. Preservice school librarians

**Resources: Read/Review**

Read Promoting for Thinking and Understanding [posted to Blackboard]
Chapter 7: Building Information Competence: Designing Instruction for Today’s Learners pp. 127-157
Chapter 8: Creating Effective Inquiry Based Educational Tasks pp. 159-181

**Assessments/Assignments**

**Due date: October 30th:** What are They Learning: Reflective Summary

1. Focus on one group and/or class of students during your field experience and make a list of all the actions and activities with which they are engaged during library and/or classroom instruction. Now, working from this list create three new lists:
   a. What actions account for 75% of what students do in this “class” on a regular basis?
b. What actions are most authentic to the discipline, that is what activities reflect what real scientists, writers, artists, engineers, mathematicians, etc., actually do as they go about their daily professional work?

c. What actions can you remember yourself doing during a time when you were actively engaged in developing some new understanding of something with a discipline or subject area?

d. After spending some time reflecting upon your lists, what are the students spending the majority of their time doing? How does that match up with the other two lists? Do you think the library and/or class activity is aligned with understanding? Or do you think the students are more focused on work and activity rather than on understanding?

e. Are they learning more about the subject than learning to do the subject?

f. If you were the school librarian/teacher what modifications would you make to engage the students’ authentic intellectual activity?

**Due date: October 30th** Chapter Summaries:
Chapter 7: Building Information Competence: Designing Instruction for Today’s Learners pp. 127-157
Chapter 8: Creating Effective Inquiry Based Educational Tasks pp. 159-181 and associated readings for this week’s unit.

**Due date: October 30th: Forum #6:** Briefly share highlights of your reflective summary of what you observed students doing during your field experience (only one paragraph please). Comment on the reflective postings of your peers.

### Week 8: October 30th

**Topic: Assistive/Adaptive Technologies in Libraries**

**Goal:**
Students will demonstrate how the integration of adaptive/assistive technologies in school libraries can ensure information access to and for all students.

**Student Learning Objectives:**

- Preservice school librarians will develop an online professional development instructional segment highlighting several adaptive/assistive technologies
- Preservice school librarians will understand the connection between research related to adaptive/assistive technologies and the development of information literacy competencies
- Preservice school librarians will use research related to adaptive/assistive technologies to inform instructional practice
- Preservice school librarians will use pre-assessments to determine their students’ learning needs prior to developing instruction [you may use survey monkey or the class email list to determine what “our” learning needs are]
- Preservice school librarians will define the broad learning goals of the learning segment
- Preservice school librarians will articulate specific student learning objectives
Preservice school librarians will justify the selection of pedagogical (teaching) and instructional resources by citing appropriate research.

Preservice school librarians will use assessments to help learners to attain the student learning objectives.

Preservice school librarians will gather assessment information to shape and inform current and future practice.

Preservice school librarians will use assessment information to evaluate the effectiveness of their pedagogical (teaching) and instructional choices.

Assessments/Assignments
Date due: November 6th Online Adaptive/Assistive Technology Presentations

- Groups will create a new wiki page.
- Groups will create a pre-assessment and send the link to the class by October 30th, so that they can incorporate the information from the pre-assessment into their lessons.
- Include title of the presentation. Link all materials associated with the project to your group’s wiki page.
- List all group members and the technology and/or tool application that each group member will be presenting on the group’s wiki. (The number of technologies and/or tools is determined by the number of people in the group. Each person is responsible for presenting a technology and/or tool).
- Demonstrate how pre-assessment information was used to shape/inform the presentation. All group members should contribute to the pre-assessment.
- Each group member will create a lesson plan for their portion of the presentation and post it to the wiki and to Blackboard.
- Groups will create a 15-20 minute online narrated lesson designed for adults (teachers, school librarians and parents) highlighting several adaptive/assistive technology tools.
- Include at least two or three assessments as part of instruction and have the audience submit assessments so that each person in the group can have access to the assessment information. Each group member will collect analyze and interpret assessment information and submit an assessment report via Blackboard on November 27th.
- Use the edTPA Handbook as a guide for your collective “lesson”.
- The purpose of the lesson is to teach learners about an adaptive technology tools/application. [Each group member will be responsible for one adaptive technology tools/application lesson].
- Be sure to integrate the following resources from Syracuse University’s Project Enable website into your project:
  - Equal access for all students: http://projectenable.syr.edu/data/Library_Accessibility_Actions_Plan2.pdf
  - Project Enable Resources: http://projectenable.syr.edu/RESOURCES

Each group member will create and post a lesson plan to Blackboard as well as to the
wiki. (5 points).

The presentation which the group will post on the link below will be worth 10 points.

Be sure to include at least one (or more assessments during the presentation).

Prepare a summative assessment at the end of the presentation.
Please include the names of your partner(s) on all documents associated with this project.

**Date due: November 6th Field Notes #2:** In your field placement please use the ADA Accessibility Checklist
[http://projectenable.syr.edu/data/ADA_Accessibility_Checklist4.pdf](http://projectenable.syr.edu/data/ADA_Accessibility_Checklist4.pdf) and include your ADA Accessibility Checklist assessment with your second set of field notes.

**Resources: Read/View**
Project Enable Website – Syracuse University
[http://projectenable.syr.edu/data/PE_Bibliography1.pdf](http://projectenable.syr.edu/data/PE_Bibliography1.pdf)

Equal access for all students:
[http://projectenable.syr.edu/data/Library_Accessibility_Action_Plan2.pdf](http://projectenable.syr.edu/data/Library_Accessibility_Action_Plan2.pdf)

Project Enable Resources: [http://projectenable.syr.edu/RESOURCES](http://projectenable.syr.edu/RESOURCES)

<table>
<thead>
<tr>
<th>Week 9: November 6th</th>
<th>Assistive/Adaptive Technology Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assistive/Adaptive Technology Learning Segment Peer Reviews</strong></td>
<td></td>
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<tr>
<td><strong>Goal:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Students will understand the value of constructive criticism to help peers improve curriculum, instruction and assessment.</td>
<td></td>
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<tr>
<td>2. Students will understand how to identify effective learning experiences.</td>
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<tr>
<td>3. Students will appreciate the value of self-reflection and feedback.</td>
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<tr>
<td><strong>Student Learning Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>• Preservice school librarians will peer review the online professional development instructional segments of their classmates [aligned to Goal #1]</td>
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</tr>
<tr>
<td>• Preservice school librarians will identify and strengthen connections between research related to adaptive/assistive technologies and the development of information literacy competencies [aligned to Goals #1 &amp; 2]</td>
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<tr>
<td>• Preservice school librarians will evaluate the pre-assessments developed by their peers [aligned to Goals #1, 2, 3]</td>
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<tr>
<td>• Preservice school librarians will evaluate the appropriateness of the broad</td>
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</table>
learning goals presented in the learning segment [aligned to Goal #1]

- Preservice school librarians will determine whether the student learning objectives are aligned to the learning goals of the learning segment [aligned to Goal #1]

- Preservice school librarians will evaluate the effectiveness of the pedagogical and instructional resources [aligned to Goals #1 & 2]

- Preservice school librarians will determine if the assessment instruments used in the learning segment helped learners to attain the student learning objectives [aligned to Goals #1, 2, 3]

- Preservice school librarians will evaluate the overall effectiveness of the assistive/adaptive technology learning segment [aligned to Goals #1, 2, 3]

Assignments
Date due: November 13th View and provide a peer review of your colleagues’ Adaptive Information Technology Online Presentations

### Week 10: November 13th

**Topic:** Education Assessment & Evaluation

**Goals:**
1. Students will understand the importance of identifying learning goals
2. Students will understand the importance of specifying learning objectives
3. Students will understand the three learning domains
4. Students will appreciate the importance of educational assessment and evaluation

**Student Learning Objectives**
1. Students will be able to identify learning goals [aligned to Goal #1]
2. Students will be able to articulate learning goals [aligned to Goal #1]
3. Students will be able to identify student learning objectives [aligned to Goal 2]
4. Students will be able to identify the three learning domains [aligned to Goal]
5. Students will be able to identify learning objectives in each of the three learning domains [aligned to Goal #3]
6. Students will be able to create assessments to determine students’ level of attainment of the learning objectives [aligned to Goal #4]
7. Students will be able to use assessment information to improve students’ attainment of the learning objectives [aligned to Goal #4]
8. Students will be able to use assessment information to improve teaching and instruction [aligned to Goal #4]

**Assessments/Assignments**
Date due: November 27th
1. Go back through your Assistive/Adaptive Technology presentation and based
upon feedback from your peers and what you have learned during this week’s unit, revise the learning goal and learning objectives and justify why you are making the modifications. [Aligned to student learning objectives #1-5]

2. Go back through your Assistive/Adaptive Technology presentation and based upon the assessment information gathered during the presentation and feedback from your peers and what you have learned from this week’s unit, write a one or two-page double-spaced assessment report. [Aligned to student learning objectives #6-8]

**Resources: Read/View**


**Week 11: November 27th**

**Topic: Social and Emotional Needs of Today’s Learners**

**Goals**

1. Students will understand contemporary approaches to educational assessment.
2. Students will understand the value of assessment and evaluation for school library programs.
3. Students will understand the importance of recent trends in school library research.
4. Students will understand the social dimension of school librarianship

**Student Learning Objectives**
1. Students will understand the importance of evidence-based practice [aligned to Goal #1 & 2]
2. Students will recognize why documenting evidence of professional practice is important for school librarians [aligned to Goal #4]
3. Students will understand how to integrate authentic assessment into school instructional segments [aligned to Goal #1, 2 & 4]
4. Students will understand how school librarians effect student academic achievement [aligned to Goal #3 & 4]
5. Students will be able to identify instructional practices that contribute to students’ academic success [aligned to Goal #4]
6. Students why systematic assessment and evaluation of school library programs is important [aligned to Goal #2& 3]

Assessments/Assignments

Date due: December 4th
1. Chapter Summary for Chapter 9 & 10 and at least three of resources/readings from this week’s learning segment [Aligned to student learning objectives #1-6]
2. Field Notes #3

Resources: Read/View

Chapter 9: Evaluating Library Services and Program pp. 183-203
Chapter 10: Attending to the Social and Emotional Needs of Today’s Learners


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Educate Diverse Democracies" April 8-12, Washington, D.C.