

L671 The School Library Media Specialist

Spring, 2009

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Meeting dates

Class meets on Saturdays, 9:00 a.m.-12:30 p.m. on the following dates:

January 17, January 24, January 31, February 7, February 14, February 21, February 28, March 7, March 28, April 4, April 11, and April 18 over VIC interactive television.

Interactive Television and Technical Support Contacts

The Virtual Indiana Classroom (VIC) is composed of several sites across the IU system. Two-way audio and video connects these sites. A technical support person should be available at each site for the first class. At most sites, the students will be responsible for bringing up and operating the video/audio connections. Technical problems should be reported to the VIC central office: 1-812-856-2020.

Meeting Rooms for VIC

- IUFW Fort Wayne meets in Kettler 214, 219-481-6109
- IUN Gary meets in Hawthorne 338, 219-981-4255
- IUPUI Indianapolis meets in SLIS 3100F
- IU South Bend meets in Northside 075b, 219-237-6558
- Bloomington meets in TLTC 305g
- IUPUI meets in 0110

Prerequisites or concurrent L, L and L, or consent of instructor.

L671 is a 3 credit graduate course and serves as a portion of the course work for school library media certification in Indiana and the MLS.

Purpose of L671 The School Library Media Specialist

This course focuses on the role of the school library media specialist as an educational leader and center administrator. Emphasis on movement over the past 50 years from Place to Program to Professional to Proficiencies is the main thrust of this course. Emphasis is also placed on the evolving role of the teacher librarian as a critical player in the learning community including manager, collaborator, collection and curriculum developer, facilities designer, fiscal agent, planner, advocate, promoter, and evaluator. In addition to building professional knowledge and skills in traditional areas, this course explores accountability, administration, and advocacy aspects of the media specialist's critical leadership role in the learning community. This course is not just a course in library management, but also a course that places emphasize on the collaborative role of the teacher librarian as an educational leader in the school environment.

Goals for students in L671

Based on class discussion, each student will have the opportunity to:

1. Identify the various roles of those associated with a modern school library media program.
2. Given state and national guidelines, survey data, access to current professional literature, guest speakers, field experts, and other facts, opinions and observations, understand and apply a process for establishing priorities and gaining resources to meet goals, objectives, and actions to improve school library media programming.
3. Become aware of the general philosophy and content of the 1998 AASL/AECT national guidelines for school library media program, and 2007 AASL Standards for the 21st Century Learner and critically analyze such guidelines.
4. Become aware of the various teaching methods, collaborative planning techniques, learning styles, and evaluation processes which are associated with the school library media program.
5. Become aware of the steps involved in facility design relevant to new school media centers as well as renovation of current centers.
6. Understand systematic methods involving interaction with other professionals and professional literature leading to the re-evaluation of school library media center collections, equipment and information access channels, and consider techniques to best concentrate efforts to enrich meaningful portions of the school curriculum.
7. Identify the typical public school budget accounts and describe a budgeting process for school library media programs, which involves the planning, and evidence necessary for improvement.
8. Become aware of state and national professional associations relevant to school library media services, as well as state networks.
9. Become aware of the major names, state and national, current and historic, in the development of school library media programs. Become aware of the professional literature.
10. Given typical situational problems or issues in school library media center management, suggest options to resolve such problems based on personal insight and experiences, professional literature, and suggestions from practicing school library media specialists.

L671 provides exercises to meet the following standards for licensing of Teachers in Library Media:

- Standard 3: The teacher of library media collaborates with teachers and pre-service teachers to create, plan, implement, and evaluate instruction based upon knowledge of information skills, curriculum goals, and educational needs of students, teachers, pre-service teachers, and the greater local community.
- Standard 8: The teacher of library media understands and uses formal/informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Standard 9: The teacher of library media is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities to grow professionally.
- Standard 10: The teacher of library media fosters relationships with schools, colleges, parents, and agencies in the larger community to support individual learning and well being.
- Standard 11: The manager of library media understands the need for and provides leadership in the provision of efficient management of library media center facilities, supervision of staff, and extensive access to resources and technology. This standard includes management of:
 - Staff, including volunteers
 - Budgets, including special funds and grants
 - Facilities
 - Long-range plans
 - Collection development
 - Public relations
 - In-service training
 - Information literacy instruction

Required Texts

These resources have been selected to provide a common literature base for class assignments and discussions. In order to meet course requirements on an adequate basis, the student should read and refer to portions of these texts in class discussions, OnCourse postings and written assignments. These may be purchased through the local campus bookstore. Adequate performance in L671 means the student shall demonstrate they have read and understood the information in these three texts:

- Morris, Betty J. *Administering the School Library Media Center*. Englewood, CO: Libraries Unlimited, 2005. Serves as a basic outline for the key issues in management of school library programs, but has room for expansion of ideas.
- *Information Power: Building Partnerships for Learning*, Chicago: ALA, 1998 (noted as IP2 in the required reading). Serves as the current national model for school library media programs.
- *Indiana Learns*. By David Loertscher with help from Connie Champlin. Hi Willow Publishing, 2002. Serves as an outline of ideas to be put into practice.
- *AASL Standards for the 21st-Century Learn* available at <http://www.ala.org/ala/aasl/aaslproftools/learningstandands/standards.cfm>

Supplemental materials

These materials will provide some detail to the required texts. The student should provide evidence of use of several of these resources to be graded above the “adequate “ level.

Books

The following books are available at most campus library sites through their general book collection holdings; check the online catalog for call numbers and specific locations:

- Andronik, Catherine. *School Library Management*. Worthington, OH: Linworth, 2003.
- Baule, Steven M. *Case Studies in Educational Technology and Library Leadership*. Worthington, OH: Linworth, 2005.
- Baumbach, Donna J. and Linda L. Miller. *Less is More; A practical guide to weeding school library collections*. Chicago, IL: ALA, 2006.
- Bishop, Kay. *The Collection Program in Schools*. Libraries Unlimited, 2007.
- Buzzeo, Toni. *Collaborating to Meet Standards*. Worthington, OH: Linworth, 2002.
- Callison, Daniel. *Key Words, Concepts and methods for Information Age Instruction: A Guide to Teaching Information Inquiry*. Baltimore, MD: LMS Associates, 2002.
- Church, Audrey. *Leverage Your Library Program to Raise Test Scores*. Worthington, OH: Linworth, 2003.
- Dickinson, Gail. *Empty Pockets, Full Plates*. Worthington, OH: Linworth, 2003.
- Doll, Carol. *Collaboration and the School Library Media Specialist*. Scarecrow Press, 2005.
- Everhart, Nancy. *Evaluating the School Library Media Center*. Englewood, CO: Libraries Unlimited, 1998.
- Everhart, Nancy. *Controversial Issues in School Librarianship: Divergent Perspectives*. Worthington, OH: Linworth, 2003.
- Erickson, Rolf and Carolyn Markuson. *Designing a School Library Media Center for the Future*. ALA: Chicago, 2001.
- Donham, Jean. *Enhancing Teaching and Learning*. New York: Neal-Schuman. 1998
- Haycock, Ken. *Foundations for Effective School Library Media Programs*. Englewood, CO: Libraries Unlimited. 1999.

- Harada, Violet and Joan M. Yoshina. *Assessing Learning; Librarians and Teachers as Partners*. Englewood, CO: Libraries Unlimited, 2005.
- Hartzell, Gary. *Building Influence for the School Librarian; Tenets, Targets, and Tactics*. Worthington, OH: Linworth, 2003.
- Heath, Marilyn. *Electronic Portfolios: A Guide to Professional Development and Assessment*. Worthington, OH: Linworth, 2004.
- Johnson, Doug. *The Indispensable Librarian*. Worthington, OH: Linworth. 1997.
- Johnson, Doug. *Learning Right From Wrong in the Digital Age*. Worthington, OH: Linworth, 2003.
- Krashen, Stephen. *The Power of Reading; Insights from the Research*. Westport, CONN: Libraries Unlimited, 2004.
- Lance, Keith Curry and David Loertscher. *Powering Achievement; School Library Media Programs Make a Difference*. San Jose, CA: Hi Willow, 2002.
- Lathrop, Ann and Kathleen Foss. *Student Cheating and Plagiarism in the Internet Era*. Englewood, CO: Libraries Unlimited, 2000.
- Loertscher, David V. *Collection Mapping in the LMC*. San Jose, CA: Hi Willow. 1996.
- Loertscher, David V. *Taxonomies of the School Library Media Program*. Englewood, CO: Libraries Unlimited. 1988.
- Logan, Debra Kay and Cynthia Lee Bauselinck. *K-12 Web Pages: Planning a Publishing Excellent Websites*. Worthington, OH: Linworth, 2002.
- MacDonell, Colleen. *Essential Documents for School Libraries; I've-Got-I" answers to "I-Need-It-Now" Questions*. Worthington, OH: Linworth, 2005.
- McGhee, Marla and Barbara A. Jansen. *The Principal's Guide to a Powerful Media Program*. Worthington, OH: Linworth, 2005.
- McKenzie, Jamie. *Beyond Technology: Questioning, Research, and the Information Literate School*. Bellingham, WA: From Now On, 2000.
- November, Alan. *Empowering Students with Technology*. Glenview, IL: Skylight, 2001.
- Santa Clara County Office of Education and Library Services. *Where Do I Start? A School Library Handbook*. Worthington, OH: Linworth Publishing, 2001.
- Schrock, Kathleen. *The Technology Connection: Building a Successful School Library Media Program*. Worthington, OH: Linworth, 2000.
- Simpson, Carol. *Copyright for Schools: A Practical Guide*. Worthington, OH: Linworth, 2004.
- Simpson, Carol. *Ethics in School Librarianship; A Reader*. Worthington, OH: Linworth, 2003.
- Taylor, Joie. *Information Literacy and the School Library Media Center*. Englewood, CO: Libraries Unlimited, 2006.
- Weisman, Shirley. *Windows into Instructional Collaboration: Informational Power in the Real World*. Hi Willow, 2002.
- Woolls, Blanche. *The School Library Media Manager. 3rd edition*. Englewood, CO: Libraries Unlimited, 2008.
- Woolls, Blanche, ed. *The Whole School Library Handbook*. ALA, 2005.

Magazines

These are other materials used by those students who want to demonstrate excellent to outstanding contributions to class and assignments. Evidence should be clearly given to cite such additional resources and to tie their content to the issues or topics of this course.

- American Association of School Librarians web page <http://www.ala.org/aasl>

- AskERIC online database < <http://www.eric.ed.gov/ERICWebPortal/Home.portal>>
- *Library Media Connection* <http://www.linworth.com/lmc.html>
- *Teacher Librarian: The Journal for School Library Professionals* <http://www.teacherlibrarian.com/>
- INSPIRE online database <http://www.inspire.net>
- Indiana Department of Learning Resources <http://ideanet.doe.state.in.us/olr/>
- Indiana Learns <http://www.indianalearns.org>
- *Knowledge Quest* <http://www.ala.org/ala/aasl/aaslpubsandjournals/kqweb/kqweb.htm>
- *Learning and Leading with Technology*
- *School Library Journal* <http://www.schoollibraryjournal.com/>
- *School Library Media Activities Monthly* <http://www.schoollibrarymedia.com/>
- *School Library Media Research* <http://www.ala.org/aasl/SLMR>

Class Schedule, Topics, Readings and Assignments Due

Date	Topic	Assignments/Speakers
Jan. 17	<ul style="list-style-type: none"> • Introduction to class; assignment expectations; • History of school library media specialist National and Indiana Standards • 21st Century Role of the SLMS 	
Jan. 24	<ul style="list-style-type: none"> • First Year Media Specialist • Collaboration • Leadership 	Speaker: Janette Fluharty
Jan. 31	<ul style="list-style-type: none"> • Media Selection • Censorship 	Speaker: Bonnie Grimble
Feb. 7	<ul style="list-style-type: none"> • Collection Development; • Weeding/Maintaining Collection 	Speaker: Assignment due: Lesson Plan
Feb. 14	<ul style="list-style-type: none"> • Program Development/Administration • Scheduling 	Speaker: Carl Harvey
Feb. 21	<ul style="list-style-type: none"> • Technology • Copyright • Reading management programs 	
Feb. 28	<ul style="list-style-type: none"> • Managing Personnel/Staffing • Reading 	Speaker: Robyn Young Assignment due: Website
March 7	<ul style="list-style-type: none"> • Facility Planning 	Speaker:
March 28	<ul style="list-style-type: none"> • Networking; Organizations • Marketing; • Professional Development 	Speaker: Donna Smith Assignment due: Annual Report
April 4	<ul style="list-style-type: none"> • Budgets; purchasing, vendors • Grants 	Speaker: Julie Gillespie
April 11	<ul style="list-style-type: none"> • Evaluation 	
April 18	<ul style="list-style-type: none"> • Looking at the whole media specialist 	Assignment due: Choice project
April 25	<ul style="list-style-type: none"> • If needed for makeup 	Assignment due: Final project

Reading Assignment Table

Date	Required readings prior to class	Optional reading**
		<p>**Optional reading means just that, the following citations are starting references to other material that you might like to pursue. Refer to the Supplementary Material list to see the titles of books. You may also find other magazine articles or books to read. Please share those via Oncourse in our discussions each week. I also have attached some reading in the Resources tab on Oncourse.</p>
Jan. 17	Morris, Chapter 1 Loertscher 5-15 (Overview of course, role of lms, history of lms)	<ul style="list-style-type: none"> • Johnson, Doug. "The Seven Most Critical Challenges Facing Our Profession." <i>Teacher Librarian</i>. June, 2002: 21-23. • National Standards for School Media Specialists http://www.nbpts.org/the_standards/standards_by_cert?ID=19&x=56&y=10 • Valenza, Joyce. "School Librarians: A Field Guide to an Evolving Species." <i>Classroom Connect</i>. April, 2002. • Lau, Debra. "What Does Your Boss Think About You." <i>School Library Journal</i>. Sept., 2002. • Marilyn Miller and Daniel Barron are both good to read about for history and perspective of the profession. • Resources for School Librarians http://www.sldirectory.com/libsf/resf/evaluate.html
Jan. 24	Morris, Chapter 2, 4 IP2 Chapters 1,2, 3, 4 Loertscher 26-55; 94-109 (Collaboration)	<ul style="list-style-type: none"> • Anything by Gary Hartzell (principals viewpoint) • Doug Johnson, Mike Eisenberg, Ken Haycock,, David Loertscher are all names to be aware of for 'movers and shakers' of the profession. • Read anything by Toni Buzzeo for collaboration • Read anything by Keith Curry Lance or Russ Todd on research • Sorenson, Patty. "All Aboard for National Board Certification for Library Media Specialist." <i>Multimedia Schools</i>. Nov/Dec, 2001: 36-40. • Callison, Danny. "The Instructional Media Specialist." <i>School Libraries Activities Monthly</i>. May, 2002: 36-40. • Everhart, Nancy. "School Library Media Specialists as Effective School Leaders." <i>Knowledge Quest</i>. March/April, 2007. • Morris, Betty. "The New AASL Guidelines and Standards will Lead the profession." <i>Knowledge Quest</i>, Marc/April, 2004. This whole issue is on Information Literacy.
January	Morris, Chapter 8	<ul style="list-style-type: none"> • Diane Hopkins and Barbara Stripling many times write on

31	(Censorship, media selection)	<p>selection.</p> <ul style="list-style-type: none"> • <i>Knowledge Quest</i> September-October 2007 issue
Feb. 7	Morris, Chapter 9, 12 (mapping, collection development, weeding)	<ul style="list-style-type: none"> • Loertscher—Collection Mapping • Greer, JaKay. “Point: Counterpoint” <i>Teacher Librarian</i>. April, 2003: 32-33 • Kerby, Ramona. “Weeding Your Collection” <i>School Libraries Activities Monthly</i>. Feb., 2002: 22-23. • Kerby, Ramona. “What Practicing School Library Media Specialist Say About Collection Development.” <i>School Libraries Activities Monthly</i>. May, 2002, 26-27
Feb. 14	Morris, Chapter 3 IP3 Chapter 5, 6, 7, Appendix (Program development and administration, Scheduling)	<ul style="list-style-type: none"> • Everhart, Nancy. “Filling the Void.” <i>School Library Journal</i>. June, 2002: 44-48. • Lau, Debra. “You’ve Got Clout.” <i>School Library Journal</i>. May, 2002: 40-45. • Olson, Renee. “The Great Sandrin.” <i>School Library Journal</i>. August, 2000: 46-48. • Eisenberg, Mike. “This Man Wants to Change Your Job.” <i>School Library Journal</i>. Sept, 2002: 47-50. • Peter Milbury is one to read about websites. • Warlick, D. “Building Web Sites That Work for Your Media Center. <i>Knowledge Quest</i>. Jan./Feb, 2005.
Feb. 21	Morris, Chapter 10 Loertscher 77-93 (Technology, Copyright, Reading Management programs)	<ul style="list-style-type: none"> • Anything by Jamie McKenzie or Alan November or Doug Johnson or Jamie McKenzie or David Thornburg on technology. • Read anything by Carol Simpson on copyright • McKenzie, Jamie. “Total Cost of Ownership.” <i>Multimedia Schools</i>. Nov/Dec, 2002: 25-28 • Barron, Daniel. “The Library Media Specialist, Information Power, and Social Responsibility.” <i>School Libraries Activities Monthly</i>. Feb, 2002: 48-50. • www.iste.org • “Accelerated Reader,” <i>Teacher Librarian</i>, April, 2003.
Feb. 28	Morris, Chapter 6 Loertscher 56-76 (Personnel, Reading)	<ul style="list-style-type: none"> • Read anything by Stephan Krashen.
March 7	Morris, Chapter 7 (Facilities)	<ul style="list-style-type: none"> • Fenton, Serena. “Architectural Follies.” <i>School Library Journal</i>, Feb., 1999. • <i>Library Talk</i>. Facility Planning. Nov/Dec, 1999
March 28	Morris, Chapter 13 Loertscher, 16-25 (Networking, Marketing)	<ul style="list-style-type: none"> • Baxter, Kathleen. “Two Different Worlds.” <i>Library Talk</i>. May/June, 2001: 10-33
April 4	Morris, Chapter 5, 11 Loertscher 77-93 (Budgets, Grants,	<ul style="list-style-type: none"> • Abshrie, Sheryl. “Grant Writing Made Easy.” <i>School Library Journal</i>. Feb, 2002: 38-

	Money, Purchasing)	
April 11	Morris, Chapter 14 Loertscher, 16-25 (Evaluation)	<ul style="list-style-type: none"> • Carol Kuhlthau writes about evaluation of students. • Read anything by Nancy Everhart on evaluation.
April 18	Looking at the entire job Wrap up	

Assignments, Dates Due, Evaluation (points may be different in the final syllabus)

- | | | |
|---------------------------------------|-----------|--------------------------------|
| • Participation in class and Oncourse | 26 points | |
| • Inspire or Collaboration Plan | 10 points | Due: February 7 |
| • Website | 10 points | Due: February 28 |
| • Annual Report | 10 points | Due: March 28 |
| • Student Choice Project | 10 points | Due: April 18 or before |
| • LM-NET | 4 points | Due: April 18 |
| • Philosophy | 10 points | Due: April 18 |
| • Professional Toolkit | 20 points | Due: April 25 |

The following 100-point scale determines final grade:

95-100	A
91-94	A-
87-90	B+
84-86	B
80-83	B-
70-79	C+
Below 70	C or lower

SLIS-Definitions of Letter Grades

The following definitions of letter grades have been defined by student and faculty members of the Curriculum Steering Committee and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the School of Library and Information Science.

- A 4.0 **Outstanding achievement.** Student performance demonstrates full command of the course materials and shows a high level of originality and/or creativity that far surpasses course expectations.
- A- 3.7 **Excellent achievement.** Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
- B+ 3.3 **Very good work.** Student performance demonstrates above average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
- B 3.0 **Good work.** Student performance meets designated course expectations and

		Demonstrates understanding of the course materials at an acceptable level.
B-	2.7	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+	2.3	
C	2.0	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.
C-	1.7	Unacceptable work. Coursework performed at this level will not count toward the
D+	1.3	MLS or MIS degree. For the course to count toward the degree, the student must
D	1.0	repeat the course with a passing grade.
D-	0.7	
F	0.0	Failing. Student may continue in the program only with permission of the Dean.

Assignment Details and Evaluation Criteria

Weekly Class Participation and OnCourse Reflection (26 points)

The student will earn high points in both areas if he/she

- Initiates questions about issues. Shares ideas and insights about topics.
- Shares observations that are relevant and documented through the readings, especially professional literature beyond those listed as required.
- Attempt to summarize discussions and highlight points learned and understood for teachers; clearly ties observations to those of fellow classmates and literature.
- OnCourse will be used to generate weekly topics of discussion. Each student will be expected to participate. Using VIC sometimes precludes discussion, so OnCourse will be our discussion forum. Each week there will be a posted question or discussion topic pertaining to a topic from that week's class. **Each student will be expected to post at least one substantial comment plus replying to other students comments beyond "I agree" or "Me too" to earn points.** Citing or referring to current readings must be included instead of saying "I think."

Requirements for the following assignments

The student will earn high points if he/she:

- Documents each item with relevant professional literature as well as selected observations from class, and/or discussions with other professional educators.
- Completes all items on time and each written report in a clear and creative manner.
- Gives depth to the discussion and reflects a philosophy for developing school library media programming which will enhance teaching and learning.
- Each item should involve at least four pages and no more than ten.
- Use a standard citation style for materials referenced.

The following assignments have specific due dates listed. Rubrics for these projects have been included. Please email me or ask in class if you have questions on any of these.

Lesson Plan Project (10 points)

Due: February 7

Choose one of the two lesson plan projects (either Inspire or Collaborative Lesson Plan.)

INSPIRE Project

INSPIRE is a fundamental Indiana resource that is available to media centers. Students and teachers, however, must be taught how to use it. Looking at the needs of staff and students in your school, examine the Indiana Academic Standards in a subject area of your choice to select a standard or standards that could be taught using Inspire. Create a formal written lesson plan that includes the following:

- Academic standards addressed
- Materials (if any) needed
- Prior student knowledge
- Anticipatory set
- Lesson activity
- Follow-up
- Review
- Evaluation

Collaborative Lesson Plan

The library media specialist reaches out into the school environment to collaborate with classroom teachers. He/She is an equal partner in these situations and often takes on the same roles as the classroom teacher. For this project, you will need to select a classroom teacher with whom you could collaborate. Complete the following steps:

1. Before meeting with your classroom teacher, create a collaboration form that you feel would help you identify the important elements of the project.
2. Meet with your teacher to identify a project, a series of lessons, or subject area in which you both can collaborate. This may be a project the teacher already does; however, it could be enhanced through the collaboration effort.
3. Complete your collaboration sheet including the following items:
 - Description of project
 - Indiana Academic Standards covered
 - AASL Standards for the 21st Century Learners
 - Suggested print and non-print resources
 - Identification of tasks to be completed and responsibilities of each collaborator
 - Evaluation of the project—how will the teacher and LMS decide if the project was a success
 - Evaluation of students—how will student work be assessed
4. Include a formal lesson plan for one session in this project.

Website Observation (10 points)

Due: February 28

Visit a variety of current websites, blogs, or wikis for school library media centers. Compare and contrast what you find and discuss the most useful components of such sites for student, teacher, parents, and administrators. Peter Milbury is a name to know for websites along with Kathy Schrock and Joyce Valenza. Also look at the IDOE website for links to Indiana schools. Please document your findings with appropriate readings or discussions. To fulfill this part of the assignment, you

may want to design your own library media website or enhance one that you have already after reading about exemplary websites. **This assignment will be discussed more in class.**

Annual Report (10 points)

Due: March 28

Most school library media specialists will tell you they do not provide an annual report. What a loss this is for them, their students, teachers, and programs! When constructed with meaningful information and understandable visuals, the annual report can help guide personal professional development and expand the resources for the school media program. This assignment contains two parts. First write a paper listing the types of data you wish to include in your annual report along with a description of each. (Think in terms of teaching logs; evidence for PL221 evaluations; Presentation to your principal, the Board, fellow teachers, students, and parents.) Your paper should include support for these selections from the professional literature and/or class discussion with citations. Secondly, create a sample annual report for your media center.

Student Choice Project (10 points)

Due: No later than April 18 This assignment can be turned in anytime during the semester when finished.

Drawing from class discussion and readings, students will choose from our class topics or area of special interest to the student and develop a project based around that topic. I have listed some suggestions below, but this project needs to be one that is of interest or relevant to something you might be doing presently. **Topics must be approved in advance.** Some topics besides the ones below might be:

- Prepare job descriptions for the school library media specialist, assistants, clerks, student assistants
- Create policies for copyright, selection of materials and equipment, weeding, etc.
- Develop a special program
- Create a staff development plan
- Prepare a collection analysis and weeding recommendation

Conferences and Workshops

Several state and national associations will hold special workshops and conferences during this semester. These experiences can be documented through discussion of the experience and support from the literature and class discussions. These experiences are at the student's expense. If a workshop, the student should attend all sessions. If a conference, at least two sessions and one hour in the exhibits should be documented. Visit websites for the following and see what the possibilities might be: ILF, AIME, INCOLSA, IRA, ICE, or others you might gain the instructor's approval to attend.

- Indiana Computer Educators (ICE) January 27-29, 2009
- Indiana Reading Association (IRA) March 15-17, 2009
- Children's Reading Conference January 31, 2009
- AIME conference (AIME) November 18-20, 2008

Facility Plan

Planning new facilities or renovating old facilities is a task that you may encounter in your job. After reading articles about facility design, contact a media specialist that has gone through renovation or one that has been involved in planning a new facility. Visit and observe the facility and discuss with that person some of the problems that were encountered. Or visit two different facilities and compare and contrast the design of the two media centers. Interview the school library media specialists to see

what their pluses or minuses are of the facilities. ***Make sure you tie in class discussions and readings that you have done on programming aspects.

Observation and Interview

Identify a topic area you wish to explore in more depth than is provided in this class. It should be relevant to the issues we have listed in the course syllabus such as technology plans, collection re-evaluation or re-consideration, copyright, volunteers, in-service and professional development, automation, or other topics approved by the instructor. Read background materials on the topic and identify at least five questions about which you want to seek answers through interview and observation. Contact two area school library media specialists who will agree to allow you to observe students for one half day and who will also discuss possible responses to your question. Discuss your findings along with information from professional readings. A good place to find school media specialists who are likely to agree to a visit is the SLIS internship supervisor list found at <<http://www.slis.indiana.edu>> click jobs or careers and locate internships; select an area of Indiana and scroll to the school library media list, or consider contacting any of the current school library media leader cadre group: <<http://ideanet.doe.statein.us/olr/slms/profile.html>>

Staff Development Project

A library media specialist is an important resource for staff development within the school setting. Assuming this role, you will develop and design a staff development activity at the request of your principal. He/she has given you a wide range of possibilities, including an after school workshop, self-instruction, and instruction with one-on-one, small groups, or a large group. You must consider your building's needs and identify a concrete, measurable objective for this project. You need to decide who—support staff, students, classroom teachers, administrators, and/or parents—will participate in this staff development lesson and then develop a lesson with practice and feedback.

Your principal has allotted you a budget of \$3,000.00 from the staff development fund for this program. You may use this money to purchase equipment, software, print materials, and/or other materials needed for teaching and learning.

Your plan should include the following:

- A written plan of the overall proposal
- Proposed written budget
- Promotional materials (examples: agenda, flyer, announcement)
- Presentation materials for the skill you are teaching

Final Project (34 points)

The final project has three parts that are outlined below.

Professional Toolkit (20 points)

Due: No later than April 25

You must know the key professional resources and have them relatively available to you. Create a personal professional resource kit that would be useful to you when you start your first job or be helpful to you now if you are already in a job situation. These resources are ones that you may need as you become a media specialist. Along with each resource that you list, write a short review to jog your brain on what this resource will do for you. Please include the following items:

- Links to at least 3 national organizations
- Links to at least 2 state organizations

- Links to 2 listservs or discussion groups
- Links to 5 professional journals
- Links to at least 10 professional websites
- Links to 3 to 5 quality school library media center websites that you could use to model your own site.
- Links to 7 notable national known people in our field and the reasons why you chose them
- Links to 5 notable local people in our field
- Links to key selection tools
- Links to essential position statements that will guide your program
- Links to sample policy documents that reflect your mission (i.e. collection development, selection criteria, reconsideration policy, etc.)
- Links to key online vendors to use for purchasing materials, furnishings, equipment, and library and promotion supplies
- Links to 10 websites that you would use with children.
- Links to alternate websites to use for search, but not search engines like Google
- Links to 5 places to help you with technology
- Links or documents to evaluation tools for evaluating your program, evaluating your support staff, evaluating materials, and evaluation forms for your principal to use to evaluate yourself
- Links to 4 research models
- Sample collaboration forms to use
- Links to key readings or books to guide you in your job
- Links to information that will guide you in collection development including weeding
- If there are other forms, examples, links, etc. that you have found useful, please feel free to include those also.

LM_NET participation (4 points)

Due: April 18

This national discussion service initiated by Eisenberg and Milbury has grown to become the key sources for addressing common issues in school library media center management. Over 14,000 school media specialists participate. Subscribe to this service and monitor the discussion for several weeks. In 1-2 pages describe your experience relating it to class discussions and readings. Discuss why you feel this is or is not a good use of your personal and professional time. Document your findings and relate them to our class discussions and readings.

<http://ericir.syr.edu/lm_net>

Philosophy/Goal Statement (10 points)

Due: April 18

Drawing from class readings and discussions, the national guidelines, and materials you read beyond those required, compose a philosophy statement in which you detail your personal goals as a school library media specialist. Document specific readings and discussions that have been influential. Keep in mind areas such as the professional role of the media specialist, emerging technologies, collaborative teaching, inquiry, collection development, long range planning, budgeting, personnel management, facility design, and program evaluation.