Fall 2019
INSC 551: School Libraries
The School of Information Sciences
The University of Tennessee

Class Meetings: Thursday, 6:30 p.m. – 9:10 p.m. (ET) on ZOOM
ZOOM Course ID: https://tennessee.zoom.us/j/197686938

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COURSE DESCRIPTION

Catalog Description: Planning, implementing, and evaluating school library programs. Curricular involvement, role of technology, site-based management, relationships with district and state services.

Additional Information: This course is practical as well as conceptual, and builds on prior coursework. You will apply what you’ve learned to real-life situations, and leave the class with a better understanding of yourself as a teacher-librarian and the role you will play in your school. This course will help you get a job as a school librarian and, within limits, help you hit the ground running on your first professional day.

STUDENT OUTCOMES:

By integrating AASL National School Library Standards with Tennessee Academic Standards, you will be able to:

- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems related to school libraries {INQUIRE}
- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the school library’s learning community {INCLUDE}
- Work effectively with others to broaden perspectives and work toward common goals {COLLABORATE}
- Make meaning for oneself and others by collecting, organizing, and sharing resources related to school librarianship {CURATE}
- Foster learners’ personal curiosity {EXPLORE: Think}
- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world {ENGAGE}. 
**COURSE DESIGN**

Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other’s thoughts and process, and everyone’s voice and experiences are important.

As an instructor, I take a constructivist and facilitator approach. John Dewey’s ideas about active (versus passive) learning will be at the heart of what we do together. As you will treat your future students, I believe that you are a self-directed, purposeful learner, who learns best when you can build on your own personal experiences. You like to be involved in the construction of your learning experience. You are interested in creating a collaborative learning community, where we co-create value and generate new knowledge. Even though you may be new to working with youth in a professional capacity, as an adult you bring knowledge and experience that can enrich our class when shared appropriately.

You are selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent. There are no meaningless questions in this class.

There are several different kinds of learning activities in this class, including but not limited to papers, group work, lesson planning, videotaping, polls or surveys, presentations, and lectures. Graduate students can realistically expect to spend three hours outside of class for each hour of in-class time. Instructional techniques include live and pre-recorded lectures, peer-to-peer teaching through presentations and collaborative projects, personal reflections and analysis through blogs and discussion board postings. Baseline information will be generated by you and others in this course, guest speakers who are key figures in school librarianship, and me -- as your facilitator. Class sessions are 2 hours and 40 minutes long, including a break (usually 10-15 minutes).

**TEXTS FOR THE COURSE:**

**REQUIRED:**


Hereinafter referred to as “AASL Standards”


Hereinafter referred to as “Kerby”


Hereinafter referred to as “Woolls & Coatney”

**ASSIGNED READINGS:**

Assigned readings – unless they appear in a required text or are indicated otherwise by a hyperlink in the syllabus’ weekly schedule – are on our class Canvas space or accessible through the UTK Libraries databases. Students are encouraged to browse professional literature related to school libraries and share resources during class discussions and on Canvas. Keeping up with the frequent blog posts on the Knowledge Quest site ([https://knowledgequest.aasl.org/category/blogs/](https://knowledgequest.aasl.org/category/blogs/)) is a good strategy to stay abreast of hot topics in the field of school librarianship.

*Revised as of 7/31/19*
**COMMUNICATION**

Communicate with me through the UTK email address listed at the beginning of the syllabus. Please do not send messages through Canvas. I will respond to your message within 36 hours, often much sooner. If an urgent matter has arisen, my direct phone number is also listed above.

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](https://oit.utk.edu/) to obtain directions for forwarding your UTK mail to your preferred address if you don’t wish to check both accounts.

**COMPUTING REQUIREMENTS**

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology (OIT)](https://oit.utk.edu/) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

**CLASS ATTENDANCE POLICY**

Students are expected to attend class each week and be fully prepared to actively participate. Participation is part of your course grade ("Collaboration & Professionalism"). Please try to notify me in advance if you need to miss class. If you do miss class, listen to the archived lecture/discussion and let me know if you have questions. **Any student absent from the first class on August 22nd will be dropped from the course.**

If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.

*Acceptable reasons for absence from class include:*

- Illness
- Serious family emergencies
- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course grade.
Class Cancellation
Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for announcements via Canvas. More information about the School’s cancellation policy is available at www.sis.utk.edu/courses/guidelines.

INCLEMENT WEATHER
“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at http://utk.edu. (Hilltopics, p. 55)( http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf ). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Students who may need course adaptations because of a disability are welcome to make an appointment to speak with me. Students with disabilities must register with the Student Disability Services, 2227 Dunford Hall, Knoxville, TN 37996-4020, before accommodations can be made. If you require course accommodations but have not contacted Student Disability Services, please call (865) 974-6087 or email sds@utk.edu to inquire about the registration procedure.

CIVILITY
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

CCI DIVERSITY STATEMENT
The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.

INSTRUCTOR STATUS AS A TITLE IX MANDATORY REPORTER
University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an
issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit titleix.utk.edu.

**ACADEMIC INTEGRITY**

Students should be familiar and maintain their Academic Integrity described in http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf, p. 15 as: “Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.”

Students should abide by the Honor Statement described in the same Hilltopics, p. 73:

> “An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

**PLAGIARISM**

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses. For those seeking to enter a profession with a key responsibility for teaching information literacy to children, it is critical that you hold yourself to the highest standards in this regard.

**Specific examples of plagiarism are:**

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;

2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);

3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);

4. Collaborating on a graded assignment without the instructor’s approval;

5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at http://www.lib.utk.edu/instruction/plagiarism.)

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."
ASSIGNMENTS AND GRADING

Active Class Participation
You must do more than show up for class. You are present and engaged during and after class; start and contribute to posts on Canvas, and bring related materials to the attention of the instructor or your fellow students. Many weeks you will be responsible for bringing and sharing specific information to class. This is part of our constructing knowledge together. Although outside the scope of the Major Assignments for this course, the information you share in our classes together will impact the “Collaboration/Professionalism” component of your overall score. The quality of the information you share has a direct impact on your classmates’ learning as a whole. Be prepared. Canvas contributions should show original thought and initiative, not simply agreement or endorsement. Interact with each other as much as you do with me so that we can create a learning community. Quality of your contribution is vital.

Assessment and Evaluation
- Formative (along the way, usually ungraded) and summative (at the end of the section, usually graded)
- Includes but is not limited to feedback during class, required discussion board posts, responses to each other’s posts, and other assignments that are described in detail on our Canvas class space.

PREPARATION OF WRITTEN WORK
You may prepare your assignments using either MLA, APA, or Chicago Style. Be consistent across the semester. Although it is more common for graduate students to use either APA or Chicago, for those expecting to work with elementary and middle school students, you should be facile with MLA, as this is often the preferred style taught. Thank you for adhering to the guidelines below for all written work:
- Double spaced, 1” margins, 12-point type
- Insert page number, bottom right
- Title pages optional, BUT always give your paper or analysis a title
- Cite everything!
- Put your name on everything!

The quality of your writing and organization impacts your grade. Edit yourself or have someone review your assignments to make them as excellent as you can.

DUE DATES AND LATE ASSIGNMENTS

Penalty for Late Work
Except by prior agreement, one (1) point per business day will be deducted for written or oral work not submitted by class time on the due date. “Prior arrangement” means at least 24 hours prior to the original time scheduled for the presentation or assignment.

INCOMPLETES
Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of I (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under “the most unusual of circumstances” and solely at the discretion of the instructor. Plan your semester’s course of study carefully to ensure sufficient time to complete the required work.
For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

**Assigning Grades**

All assignments receive a point value, and a perfect score on all assignments adds up to 100 points. The University mandates a particular grading scale for graduate students (see: https://catalog.utk.edu/content.php?catoid=21&navoid=2510#Grades_Credit_Hours_and_Grade_Point_Average) and the scale below is how I convert our point values to letter grades. For individual assignments, divide the points you earned by the total points possible for the assignment and then multiply that number by 100 and round it to the nearest whole number. For example, if you earned 13 points for a 15-point assignment, your letter grade would be 13/15 = .87 x 100 = 87, or a B+. There will be opportunities throughout the course for extra credit. These will be announced in class and through Canvas.

**Evaluation**

Semester grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93≤</td>
<td>(4 quality points per semester hour) superior performance.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99</td>
<td>(3.7 quality points per semester credit hour) intermediate grade performance.</td>
</tr>
<tr>
<td>B+</td>
<td>88-89.99</td>
<td>(3.5 quality points per semester hour) better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>83-87.99</td>
<td>(3 quality points per semester hour) satisfactory performance.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
<td>(2.7 quality points per semester credit hour) intermediate grade performance.</td>
</tr>
<tr>
<td>C+</td>
<td>78-79.99</td>
<td>(2.5 quality points per semester hour) less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>70-77.99</td>
<td>(2 quality points per semester hour) performance well below the standard expected of graduate students.</td>
</tr>
<tr>
<td>D</td>
<td>60-69.99</td>
<td>(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>F</td>
<td>59.99≥</td>
<td>(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>I</td>
<td>(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.</td>
<td></td>
</tr>
<tr>
<td>S/NC</td>
<td>(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the Graduate Catalog. The number of Satisfactory/No Credit courses in a student’s program is limited to one-fourth of the total credit hours required.</td>
<td></td>
</tr>
<tr>
<td>P/NP</td>
<td>(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>(carries no credit hours or quality points) indicates that the student officially withdrew from the course.</td>
<td></td>
</tr>
</tbody>
</table>

**Course Evaluation**

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.
**MAJOR ASSIGNMENTS: FALL 2019**

Note: Assignments are due BEFORE the start of class, unless otherwise indicated.

This table identifies the MSIS Program Outcomes addressed in several of the course assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>MSIS Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry-Based Approaches to Learning</td>
<td>9. Analyze research and apply it to information practice.</td>
</tr>
</tbody>
</table>
| Collection Development Project                     | 3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.  
|                                                    | 8. Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently. |
| Day in the Life...School Library Observations       | 3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.  
|                                                    | 5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts. |

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment may be found in our Canvas course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry-Based Approaches to Learning Presentation &amp; Reflection</td>
<td>15 points</td>
<td>Sept. 19th</td>
</tr>
<tr>
<td>Collection Development Project</td>
<td>20 points</td>
<td>Oct. 3rd</td>
</tr>
<tr>
<td>Day in the Life of...School Library observations (3) and peer reflections</td>
<td>12 points total</td>
<td>Oct. 10th</td>
</tr>
<tr>
<td>Design Your School Library Environment Project</td>
<td>15 points</td>
<td>Oct. 31st</td>
</tr>
<tr>
<td>Inquire, Explore, or Engage Lesson Delivery and Peer Feedback</td>
<td>20 points</td>
<td>Nov. 14th</td>
</tr>
<tr>
<td>Lesson Revision based on Reflection &amp; Feedback</td>
<td>8 points</td>
<td>Dec. 3rd</td>
</tr>
<tr>
<td>Collaboration &amp; Professionalism</td>
<td>10 points</td>
<td>Each week, every week</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

_Revised as of 7/31/19_
**Weekly Schedule for Fall 2019**

**Note:** This course has two types of students: those with a pre-existing teaching license and those considered to be “pre-service school librarians (SLs).” With our constructivist approach to learning, each voice is welcome and encouraged in all of our class discussions. On the rare occasion that material is being covered purely for the benefit of pre-service SLs, the class as a whole will be notified through Canvas. Current teachers who choose not to attend that part of the class for our pre-service learners will complete an alternative task designed to add value and texture to the week’s topic.

**August 22 (Meeting 1) – Course Introduction & Overview**

- Course overview and student expectations
- The educational term “best practices”
- Our common beliefs/AASL

**Due today** – Canvas Post – Biography and Beliefs Statement

- **Before Class**
  - Introduce yourself on the “Introductions” Canvas discussion board and answer the prompts for the statement of your beliefs related to librarianship.
  - Look over the syllabus and weekly schedule and bring your questions with you.

**Read for Today**

1. AASL Standards: Ch. 1 (esp. Common Beliefs section); Appendices C1, C4, C5, and F
2. Woolls & Coatney: Ch. 2

**August 29 (Meeting 2) – School Libraries in Action**

- What do school librarians really do?
- Day-to-Day Operations
- Policies and procedures
- Practitioner Panel, “From the Trenches”
  - Rebekah Ellis, Librarian, L&N STEM Academy, Knoxville
  - Joanna Cummings Law, Librarian, East Knox County Elementary School
  - Kelly Passek, Librarian, Blacksburg Middle School, Blacksburg, Virginia

**Read for today**

1. AASL Standards: Ch. 4 & 14
2. Woolls & Coatney: Ch. 1 & 4
September 5 (Meeting 3) – What Learning Can Look Like in the School Library

- The importance of standards-based learning in the library
- Overview of AASL Learner Framework
- How kids learn when exploring their wonder and curiosity
- Shared Foundations: Inquire & Explore

**Read for today**

1. AASL Standards: Ch. 5 & 9
2. Woolls & Coatney: Ch. 5

**If you already have a teaching license:**

1. Do the required readings listed above.
2. Canvas required post – what educational theory/theorist do you most closely identify with, in terms of your teaching style? How might this translate from your current classroom to the library?

**Preservice school librarians:**

1. To the readings above, add
2. Watch recorded mini lecture covering educational theory overview, building content understanding and focusing instruction, and using knowledge of students.
September 12 (Meeting 4) – Keeping the School in School Librarianship

- Crosswalk AASL, InTASC, Literacy Standards
- Review of standards-based learning
- Differentiation in the school library learning environment
- Shared Foundation: Include

Post for today

- Select one content area within the TAS (e.g., Science, Math) and, considering the AASL Standards Framework for Learners, make a connection for your peers between the Learner Standards and the area of the TAS you selected. This would be the kernel of a collaborative lesson plan you might propose to content area or grade level teachers.

Read for today

1. AASL Standards: Ch. 6

Explore in SOME DEPTH for today


September 19 (Meeting 5) – Inquiry-Based Approaches Presentations & Diversity in Collections

- Inquiry Processes that Promote Student-Centered and Student-Driven Learning
- Shared Foundation: Collaborate
- Diversity in collections (beginning)

DUE today

- Small group presentations on inquiry processes

Read for today

Revised as of 7/31/19
1. AASL Standards: Ch. 7
3. Explore the resources at We Need Diverse Books: https://diversebooks.org/resources/
4. Select two blog posts of your choice from: https://knowledgequest.aasl.org/category/blogs/coll_dev/ written within the past 12 months that connect to developing a diverse collection or creating literature-based instruction that celebrates an array of learners and experiences. Be prepared to discuss in the second half of class.

September 26 (Meeting 6) – Collection Management and School Libraries

- Shared Foundation: *Curate*
- Collection concerns specific to school libraries, including intellectual freedom
- Copyright, Fair Use, Privacy
- Acquisitions, ordering, processing for SLs

*Post for today*

- Your school district’s (or the district in which you hope to work) challenged materials policy along with an evaluation of how you think it holds up to school library best practices. What modifications would you make, if any (and why or why not), if you were the district library supervisor or a member of the school board?

*Read for today*

1. Kerby (all)
2. AASL Standards: Appendices D, E, E1, E2, E3, E4, E5, E6, E7, G
3. Woolls & Coatney: Ch. 9
6. Intellectual Freedom 101, Knowledge Quest 36 (2) - www.ala.org/aasl/aaslpubsandjournals/knowledgequest/kqwebarchives/kqwebarchives#if101

*Discover to share today*

- How the school librarians you have visited to date for the Day in the Life assignment use the OPAC and manage ordering.

October 3 (Meeting 7) – Integrating Technology (Blended Learning) & Being a Tech Leader in Your School

- Moving beyond SAMR and into Blended Learning
- “Bring” your favorite tech tool and give us an overview (See Due Today)

*DUE Today*

1. Collection Development Project
2. Tech Petting Zoo – find an application ("app") that you would use either as part of a library instruction session (student-facing) or as the object of a session (teacher-facing), create a sample product and spend 3 minutes showing us your product and discussing your recommendation for this app.

Read for today

1. Woolls & Coatney: Ch. 11 & Appendix H

Browse for today

1. AASL Best Websites (https://standards.aasl.org/project/bw19/) and Best Apps (https://standards.aasl.org/project/ba19/)

October 10 (Meeting 8) – Program Management, Beyond Teaching and Reading

- School library as physical space
- Design principles
- Makerspaces & Learning Commons (Trend v. Tangible)
- Managing special programs
- Managing staff
- Creating a plan

DUE Today

- Day in the Life of a School Librarian Reflections (all three, each in a separate document)

Read for today

1. AASL Standards: Ch. 14
2. Woolls & Coatney: Ch. 6, 7, 8, 10, & Appendices D & F
3. Select two blog posts of your choice from: https://knowledgequest.aasl.org/category/blogs/maker/ from the past 12 months connected to makerspaces in school libraries (Be prepared to share information)

October 17 (NO Class – Fall Break!)

October 24 (Meeting 9) – Assessing the School Library Program and Your Own Librarianship

- Measuring and growing your program and your practice

Read for today

1. AASL Standards: Ch. 11, 13 & 14; review Appendices C1 & C5
Review for Today
1. ProCADS Expected of UTK Candidates Review in some depth (we’ll be using these documents in an in-class project) for today

October 31 (Meeting 10) – Assessing Learners in the Library
- Shared Foundation: Engage
- Assessment as a Learning Strategy
- Moving Beyond Check for Understanding and Exit Tickets

DUE Today
- Your school library of the future design

Read for today
1. AASL Standards: Ch. 12
2. Close re-reading of the Planning, Instruction, and Assessment rubrics in Stanford Center for Assessment, Learning & Equity (SCALE), edTPA Library Specialist Handbook (What will you consider as you continue to design and teach your sample lesson next month?)

November 7 (Meeting 11) – The Role of the Community, Advocacy & Grants
- Relationship-Building
- Use of Volunteers
- Grant-writing essentials and sources
- The Importance of the Mission Statement

Read for today
- Woolls & Coatney: Appendices I, J, K
- The Collaboration Toolkit: http://www.alasc/sites/ala.org.alasc/files/content/professional-tools/plsic-toolkitw.PDF
- An Invitation to Collaborate, Part II: https://knowledgequest.aasl.org/an-invitation-tocollaborate-part-2/

Explore the resources on
- https://www.tasltn.org/advocacy

November 14 (Meeting 12) – Lesson Presentations, Part I
- First set of lessons
- Presenting? Bonam fortunam!
- Audience? Be prepared to give focused “glow and grow” feedback to aid in revision.
November 21 (Meeting 13) – Lesson Presentations, Part II

- Second set of lessons
- Presenting? Bonam fortunam!
- Audience? Be prepared to give focused “glow and grow” feedback to aid in revision.

Read for today
1. Woolls & Coatney: Ch. 12 & 13

December 5 (Meeting 14) – Supervisors Panel; Wrap-up

*nb – This, our final class, takes place at the beginning of exam reading days.

- What makes a desirable school librarian candidate?
- Theory versus practical reality
- Transitioning into the Practicum/Internship

DUE today

- Lesson revision based on peer feedback and own reflections

Read for today
1. AASL Standards: Appendix F
2. Woolls & Coatney: Ch. 3 & 14

DISCLAIMER

The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. We will normally discuss any changes in class ahead of time, but students will always be notified in writing and/or by email of any such revisions, alternations and/or amendments.