



**COURSE SYLLABUS**  
**INSC 551: School Library Media Centers**  
**Fall 2018**

**Last revised: 08/07/18**

Course Sections: 001 (CRN 44752) and 002 (CRN 44753), combined online  
Meeting Time and Place: Tuesdays, 6:30 – 9:10 p.m., Synchronous-Online  
Course Credit Hours: 3 Graduate Hours

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Lecturer

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**COURSE DESCRIPTION/VALUE PROPOSITION**

This course will explore “planning, implementing, and evaluating school library media programs; curricular involvement; the role of technology; and relationships with district and state services.” (SIS *Graduate Student Handbook*)

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 LEARNING 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}.

## LEARNING ENVIRONMENT

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:



AASL. 2018. *National School Library Standards for Learners, School Librarians, and School Libraries*. ALA/AASL.  
Hereinafter referred to as “AASL Standards”



Woolls, Blanche and Sharon Coatney. 2018. *The School Library Manager: Surviving and Thriving*. Libraries Unlimited.  
Hereinafter referred to as “Woolls & Coatney.”

Assigned readings – unless they appear in a required text or indicated otherwise – are on our class Canvas space. 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/>) is a good strategy to stay abreast of hot topics in the field of school librarianship.

## HOW TO BE SUCCESSFUL IN THIS CLASS

Be present, be intellectually curious, and engage respectfully with your peers and with me.

## INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

This online synchronous (real time) class requires you to be comfortable with different technologies, including Online@UT (Canvas and Zoom), the Internet, word processing, presentation software, and some social media applications. There are campus resources to support your use of technology (see list below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed. For example, one of the most often overlooked technical requirements is your Internet connection speed. Try to have the fastest Internet connection available in your area.

For additional information or support:

- Technology at SIS – [www.sis.utk.edu/sis-technology](http://www.sis.utk.edu/sis-technology)
  - For online support during class, scroll down the page until you see the section entitled, “Real Time, Live Class Meetings Using ZOOM”
- UT Office of Information Technology (OIT): <https://oit.utk.edu/Pages/default.aspx>
  - There’s a link to the OIT HelpDesk on the upper left side of the page.
- lynda.com is a great source, with tutorials and video on everything from Google Drive to our own out-of-class software Canvas, so check it out, at <https://oit.utk.edu/Training/online-training/lynda/Pages/default.aspx>. You’ll need your UTK netid and password to access lynda.

Each semester OIT offers “Test Flights” where you can join an informal Zoom session to test your equipment and connections prior to the start of class. These sessions are announced on the UTKSIS-L listserv ([UTKSIS-L@LISTSERV.UTK.EDU](mailto:UTKSIS-L@LISTSERV.UTK.EDU)) and at the LiveOnline@UT site (<https://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx>). You’re strongly encouraged to participate each term.

## COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS

### Methods of Documentation for Assignments



*The Chicago Manual  
of Style Online*

- Double spaced, 1” margins, 12-point type
- Insert page number, bottom right

- Title pages optional, BUT always give your paper 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.

### Penalty for Late Work



Except by **prior agreement**, one (1) point per business day may 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.

### 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.

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 [http://catalog.utk.edu/content.php?catoid=21&navoid=2510#Grades\\_Credit\\_Hours\\_and\\_Grade\\_Point\\_Average](http://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  $13/15 = .87 \times 100 = 87$ , or a B+. There will be opportunities throughout the course for extra credit. These will be announced in class and through Canvas.

### **Converting Points to a Letter Grade**

A	93 – 100	(4 quality points per semester hour) superior graduate student performance.
A-	90 – 92.75	(3.7 quality points per semester credit hour) intermediate performance.
B+	88 – 89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	83 – 87.75	(3 quality points per semester hour) satisfactory performance.
B-	80 – 82.75	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78 – 79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70 – 77.75	(2 quality points per semester hour) well below the graduate student standard.
D	60 – 69.75	(1 quality point per semester hour) clearly unsatisfactory/doesn't satisfy degree requirements.
F	0-59.75	(no quality points) extremely unsatisfactory/doesn't satisfy degree requirements.

You are welcome to discuss your evaluations with me. You must wait 24 hours after receiving the grade to contact me, and present valid documentation for why you believe you have earned a different grade. I reserve the right to make the final decision.

#### **Note on “Incompletes”**

Based on University of Tennessee policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor. An “F” is submitted for students who simply disappear. More information is available at <http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade of Incomplete>.

### **UNIVERSITY POLICIES**

#### **Class Attendance Policy**

Students are expected to attend class each week and be fully prepared to *actively* participate. 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 28<sup>th</sup> will be dropped from the course.

#### **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](http://www.sis.utk.edu/courses/guidelines).

#### **Academic Honesty**

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses. *Remember that as a school librarian you will be responsible for teaching others how to avoid plagiarism. The best place to start is in your own practice.* Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F" and the instructor's

recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.

Each student's work must be the product of his/her own study and/or research, not a joint effort unless previously approved. (Graduate School Catalog, "Academic Honesty," [http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic\\_Honesty](http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic_Honesty).)

### **STUDENTS WITH SPECIAL NEEDS**

Any student who feels he or she may need an accommodation based on the impact of a disability should contact Student Disability Services (SDS) to document their eligibility for services. SDS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. Contact SDS at 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: [sds@utk.edu](mailto:sds@utk.edu).

### **COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT**

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see [www.cci.utk.edu/diversity-statement](http://www.cci.utk.edu/diversity-statement).

### **Student Support**

Each student should be aware that you have a web of available support services at UTK, starting with me (course instructor), your advisor, and the SIS administration. Please don't hesitate to reach out to any or all of us if you find yourself in any kind of difficulty or have any concerns.

### **Hodges Library's Information Sciences Page**

- Information Science LibGuide (library guide) – <http://libguides.utk.edu/infosci>
- Our Information Sciences librarian is Anna Sandelli, [https://libguides.utk.edu/prf.php?account\\_id=33838](https://libguides.utk.edu/prf.php?account_id=33838)

*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.*

## **Weekly Schedule for Fall 2018**

***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 school librarians, 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 be complete an alternative task designed to add value and texture to the week’s topic.***

### **August 28 (Meeting 1) – Course Introduction & Overview**

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

Read for Today

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

### **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.

### **September 4 (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

- AASL Standards: Ch. 4 & 14
- Woolls & Coatney: Ch. 1 & 4
- What’s a Student-Centered Library? <https://knowledgequest.aasl.org/whats-a-student-centered-library/>

### **September 11 (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

- AASL Standards: Ch. 5 & 9
- Woolls & Coatney: Ch. 5

- AASL Standards Framework for Learners: <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>
- Barker, Kelsey, and Paige Holden. "Let It Go: THE POWER OF STUDENT-GENERATED QUESTIONING IN INQUIRY LEARNING." *Knowledge Quest*, vol. 46, no. 2, 2017, p. 36+. *Academic OneFile*, [http://link.galegroup.com/apps/doc/A515795495/AONE?u=tel\\_a\\_utl&sid=AONE&xid=bccc5682](http://link.galegroup.com/apps/doc/A515795495/AONE?u=tel_a_utl&sid=AONE&xid=bccc5682). Accessed 2 Aug. 2018.
- McNair, Ellen L. "PERSONALIZING LEARNING: Think Like a Teenager!" *Knowledge Quest*, vol. 46, no. 2, 2017, p. 28+. *Academic OneFile*, [http://link.galegroup.com.proxy.lib.utk.edu:90/apps/doc/A515795494/AONE?u=tel\\_a\\_utl&sid=AONE&xid=5d727e89](http://link.galegroup.com.proxy.lib.utk.edu:90/apps/doc/A515795494/AONE?u=tel_a_utl&sid=AONE&xid=5d727e89). Accessed 2 Aug. 2018.
- Pedagogy, Collaboration, and Differentiated Instruction: <https://knowledgequest.aasl.org/pedagogy-collaboration-and-differentiated-instruction/>

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

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

**Preservice school librarians:**

- To the readings above, add
  - Seifert, Kelvin and Rosemary Sutton. 2009. *Educational Psychology*, 2<sup>nd</sup> edition. Ch 3: “Student Development.” Zurich, Switzerland: Global Text Project.
  - Seifert, Kelvin and Rosemary Sutton. 2009. *Educational Psychology*, 2<sup>nd</sup> edition. Ch 4: “Student Diversity.” Zurich, Switzerland: Global Text Project.
  - Seifert, Kelvin and Rosemary Sutton. 2009. *Educational Psychology*, 2<sup>nd</sup> edition. Ch 5: “Students with Special Educational Needs.” Zurich, Switzerland: Global Text Project.
- Watch recorded mini lecture covering educational theory overview, building content understanding and focusing instruction, and using knowledge of students.

**September 18 (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**

**Read for today**

- AASL Standards: Ch. 6
- Planning for Success with the School Library Standards: <https://knowledgequest.aasl.org/planning-for-success-with-the-school-library-standards/>
- Stanford Center for Assessment, Learning & Equity (SCALE), edTPA Library Specialist Handbook, pages 1-37.

- Dickinson, Gail K. & Repman, Judi, eds. 2015. “One Question Survey Results: How Do You Accommodate Special Needs Students in the Library Program?” p. 51 in *School Library Management*, 7<sup>th</sup> edition. Santa Barbara, CA: Linworth.
- Dickinson, Gail K. & Repman, Judi, eds. 2015. “Using Assistive Technology to Meet Diverse Learner Needs,” pgs. 92-94 in *School Library Management*, 7<sup>th</sup> edition. Santa Barbara, CA: Linworth.
- Dickinson, Gail K. & Repman, Judi, eds. 2015. “Making Your School Library More Functional to Individuals with Autism,” pgs. 237-239 in *School Library Management*, 7<sup>th</sup> edition. Santa Barbara, CA: Linworth.

Explore in SOME DEPTH for today

- Tennessee Academic Standards (TAS):  
<https://www.tn.gov/education/instruction/academic-standards.html>

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.

### September 25 (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

- AASL Standards: Ch. 7
- An Invitation to Collaborate, Part I: <https://knowledgequest.aasl.org/an-invitation-to-collaborate-part-1/>
- Explore the resources at *We Need Diverse Books*: <https://diversebooks.org/resources/>
- Select two blog posts of your choice from:  
[https://knowledgequest.aasl.org/category/blogs/coll\\_dev/](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.

### October 2 (Meeting 6) – Collection Management and School Libraries

- Shared Foundation: **Curate**
- Collection concerns specific to school libraries, including intellectual freedom
- Non-print materials for school libraries
- Copyright, Fair Use, Privacy
- Genre-fication

- 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

- AASL Standards: Appendices D, E, E1, E2, E3, E4, E5, E6, E7, G
- Woolls & Coatney: Ch. 9
- Why Do You Need a Collection Development Plan?  
<https://knowledgequest.aasl.org/why-do-you-need-a-collection-development-plan/>
- Intellectual Freedom 101, *Knowledge Quest* 36 (2) -  
[www.ala.org/aasl/aaslpubsandjournals/knowledgequest/kqwebarchives/kqwebarchives#if101](http://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 9 (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*)

Read for today

- Woolls & Coatney: Ch. 11 & Appendix H

Browse for today

- AASL Best Websites (<https://standards.aasl.org/project/bw18/>) and Best Apps (<https://standards.aasl.org/project/ba18/>)
- Common Sense Media Digital Citizenship Program for K-12:  
<https://www.common sense.org/education/digital-citizenship>

### **Due Today**

- Collection Development Project
- 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 5 minutes showing us your product and discussing your recommendation for this app.

### **October 16 (Meeting 8) – Program Management, Beyond Teaching and Reading**

- School library as physical space
- Design principles
- Makerspaces
- Managing special programs
- Managing staff

- Creating a plan

Read for today

- AASL Standards: Ch. 14
- Woolls & Coatney: Ch. 6, 7, 8, 10, & Appendices D & F
- 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)
- Dickinson, Gail K. & Repman, Judi, eds. 2015. "If Kids Designed School Libraries: Top 10 List + Wild Things," pgs. 232-233 in *School Library Management*, 7<sup>th</sup> edition. Santa Barbara, CA: Linworth.

### **DUE Today**

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

### **October 23 (Meeting 9) – Assessing the School Library Program and Your Own Librarianship**

- Measuring and growing your program and your practice

Read for today

- AASL Standards: Ch. 11, 13 & 14; review Appendices C1 & C5

Review for Today

- ProCADS Expected of UTK Candidates

Review in some depth (we'll be using these documents in an in-class project) for today

- Tennessee State Department of Education Minimum Requirements for the Approval of Public Schools, section on School Libraries, pages 29-32, online at <http://share.tn.gov/sos/rules/0520/0520-01/0520-01-03.20160329.pdf>
- TEAM Library Media Specialist Evaluation Rubric, available online at <http://team-tn.org/wp-content/uploads/2013/08/TEAM-Library-Media-Specialist-2016-171.pdf>

### **October 30 (Meeting 10) – Assessing Learners in the Library**

- Shared Foundation: **Engage**
- Assessment as a Learning Strategy
- Moving Beyond Check for Understanding and Exit Tickets

Read for today

- AASL Standards: Ch. 12
- 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 6 (Meeting 11) – School Library Design Presentations**

### **DUE Today**

- Your school library of the future design and presentation

## **November 13 (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 20 (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

- Woolls & Coatney: Ch. 12 & 13

## **November 27 (Meeting 14) – The Role of the Community, Advocacy & Grants**

- Relationship-Building
- Use of Volunteers
- Grant-writing essentials and sources (Guest Speaker: TBA)
- The Importance of the Mission Statement

### Read for today

- Woolls & Coatney: Appendices I, J, K
- The Collaboration Toolkit:  
<http://www.ala.org/alsc/sites/ala.org.alsc/files/content/professional-tools/plslc-toolkit-w.PDF>
- An Invitation to Collaborate, Part II: <https://knowledgequest.aasl.org/an-invitation-to-collaborate-part-2/>

### Explore the resources on

- <https://www.tasltm.org/advocacy>

### **DUE today**

- Lesson revision based on peer feedback and own reflections

## **December 4 (Meeting 14) – Supervisors Panel; Wrap-up**

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

### Read for today

- AASL Standards: Appendix F
- Woolls & Coatney: Ch. 3 & 14

### Major Assignment Summary – Fall 2018

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

Assignment	Points	Due Date
Inquiry-Based Approaches to Learning Presentation & Reflection	15 points	<b>09/25</b>
Collection Development Project	20 points	<b>10/9</b>
Day in the Life of...School Library observations (3) and peer reflections	12 points total	<b>10/16</b>
Design Your School Library Environment Project	15 points	<b>11/6</b>
Inquire, Explore, or Engage Lesson Delivery and Peer Feedback	20 points	<b>11/13 &amp; 20</b> (based on signups; lesson plans submitted 11/13 for all)
Lesson Revision based on Reflection & Feedback	8 points	<b>11/27</b>
Collaboration & Professionalism	10 points	Every class, every week