LIS 2325: Curriculum Resources and Services
in the School Library Media Center

Spring 2012

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LIS 2325
CURRICULUM RESOURCES & SERVICES IN THE
SCHOOL LIBRARY MEDIA CENTER

University of Pittsburgh
Department of Library and Information Science

BASIC INFORMATION SHEET
Spring 2012

COURSE DESCRIPTION: Integration of library media center collections and services into the curriculum and the teaching roles of the school library media specialist.

INSTRUCTOR: Sally L. Myers, Visiting Lecturer

SCOPE: Curriculum resources encompass all materials used by teachers and students in the teaching/learning process, including those materials (print, multimedia, and electronic) that are selected and purchased for the school library media center collection as well as those resources that are provided through electronic access to the Internet and through commercial database services. Curriculum services to students and teachers include providing collection, facilities, equipment, and access, as well as librarian consultation, collaboration, and teaching.

TEACHING/LEARNING STRATEGIES: *Information Power* along with *Empowering Learners: Guidelines for School Library Media Programs* and *Standards for the 21st-Century Learner in Action* will provide the foundation for all teaching/learning strategies. Students will work individually and in teams to evaluate resources, especially those used for research, learn how to locate information, and teach information literacy skills. Some activities will be accomplished during class. All students, both on-campus and/or Fast Track, will be responsible for locating and evaluating resources in libraries and/or online. By the end of the term, basic reference/research collections will be built for elementary and secondary libraries.

Schedule Spring 2012

Class	Topic
#1 1/5/12	Building Partnerships for Learning Module 1: Course Overview Module 2: Getting Organized to Learn – Working Teams Module 3: Building Partnerships for Learning – Collaborating with Teachers in Changing School Environments
#2 1/12/12	Identifying, Evaluating, and Selecting Resources to Support Teaching/Learning Module 1: Decision Making – Selecting Resources (from Print to Internet) to Support Teaching and Learning Module 2: Evaluating Resources in a Variety of Formats for Teaching and Learning Module 3: Determining Useful Formats for Specific Teaching and Learning Module 4: Evaluating Encyclopedias, General and Specific, in Print and Electronic Formats
#3 1/19/12	Curriculum and Teaching/Learning Styles at the Elementary Level Module 1: Design and Structure of Elementary Curriculum and Factors Affecting Curricular Decisions Module 2: Teaching/Learning Styles at the Elementary Level Module 3: Collaborating with Elementary Teachers – Identifying and Meeting Needs Module 4: Evaluating Periodicals and Access to Periodicals – Print and Electronic Formats (Bibliographic Citations, Abstracts, Full Text)

#4 1/26/12	Curriculum and Teaching/Learning Styles at the Middle/Junior High School Level Module 1: Design and Structure of Middle/Junior High School Curriculum and Factors Affecting Curricular Decisions Module 2: Teaching/Learning Styles at the "middle" Level Module 3: Collaborating with Middle/Junior High School Teachers – Identifying and Meeting Needs Module 4: Evaluating Reference Resources: Dictionaries and Biographical, Bibliographic and Literary Sources, Print and Electronic Formats
#5 2/2/12	Curriculum and Teaching/Learning Styles at the Secondary Level Module 1: Design and Structure of Secondary Curriculum and Factors Affecting Curricular Decisions Module 2: Teaching/Learning Styles at the Secondary Level Module 3: Collaborating with Secondary Teachers – Identifying and Meeting Needs Module 4: Evaluating Reference Resources: Dictionaries and Biographical, Bibliographic and Literary Sources, Print and Electronic Formats
#6 2/9/12	Collaboration in Teaching/Learning – The Humanities Module 1: Determining Needs and Providing Services for Teachers and Students Module 2: Collaboration: Selecting and Evaluating Resources and Integrating Resources into the Teaching/Learning Process Module 3: Evaluating Reference Resources: Geographical and Biographical Sources, Atlases, Abstracts, and Almanac – Print and Electronic Formats

#7 2/16/12	Collaboration in Teaching and Learning – Social Studies Module 1: Determining Needs and Providing Services for Teachers and Students Module 2: Collaboration: Selecting and Evaluating Resources and Integrating Resources into the Teaching/Learning Process Module 3: Evaluating Reference Resources: Handbooks and Directories; Government Documents - Print and Electronic Formats
#8 2/23/12	Collaboration in Teaching and Learning – Sciences Module 1: Determining Needs and Providing Services for Teachers and Students Module 2: Collaboration: Selecting and Evaluating Resources and Integrating Resources into the Teaching/Learning Process
#9 3/1/12	Supporting Gifted Students and Supporting Special Students Through Inclusion Module 1: Collaboration: Determining Needs and Providing Resources and Services for Gifted Students Module 2: Collaboration: Determining Needs and Providing Resources and Services for Special Students in the Inclusion Model
Spring Recess	**No Class During Week of March 4-11, 2012**
#10 3/15/12	Encouraging Faculty to Integrate Information Literacy Skills and Information Technology into the Teaching/Learning Process Module 1: Working with Teachers to Determine Their Individual Information Literacy Skills and Their Use of Information Technology in Teaching Module 2: Helping Teachers Integrate Information Literacy Skills and Information into the Teaching/Learning Process

#11 3/22/12	Helping Students Become Independent Learners Module 1: Identifying the Information Literacy Skills Students (K-12) Need to Become Independent Learners Module 2: Developing a Program of Sequential Information Literacy Skills Instruction Integrated Across the Curriculum Using the Big 6™ Model
#12 3/29/12	Teaching Students Information Literacy Skills Module 1: Teaching Students Information Literacy Skills Using Different Models (e.g. The Big Six™ Method) Module 2: Information Literacy Skills Lesson Planning
#13 4/5/12	Preparing Orders for Purchasing Resources Module 1: Selecting/Purchasing Resources to Support Instruction Module 2: Preparing Orders and Processing Specifications Module 3: Ordering and extracting MARC records
April 12th	NO CLASS (April 12-14, 2011 PSLA Conference at Hershey)
#14 4/19/12	Reference Resources Collections – Team Presentations Module 1: Team Activity – Reference Resources Collections
#15 4/26/12	Curriculum Planning Module 1: Identifying Resources to Support Instruction Module 2: Preparing to Participate in Curriculum Writing Module 3: Selecting Portfolio Evidence

ASNs 1-5

Critical Evaluations of Curriculum Resources in Various Formats
- **Individual Activity due between 1/11/12-2/8/12**
- **Point Value: 11   Post by 6:00 PM on due date * SEE NOTE BELOW**
- Each student will submit (and post on Courseweb) a <u>one page maximum written</u> evaluation of one item in each of the following formats related to their education organizational level interest. Be prepared to discuss in class:

Format	Type	ASN	DUE
Reference book	specific encyclopedia or general dictionary	1	1/11/12
Periodical Title – Print or electronic	children's magazine by educational level	2	1/18/12
Video/DVD/ Streaming video	biographical	3	1/25/12
CD-ROM/Online Computer Program	geographical or atlas	4	2/1/12
Web site	science or government documents	5	2/8/12

ASNs 6-11

Selection, Evaluation & Recommendation of Curricular Resources in a Specific Subject Areas
- **Individual Activity due between 1/11/12-2/8/12**
- **Point Value: 11   Post by 6:00 PM on due date * SEE NOTE BELOW**

Each student will select, analyze, recommend and post the bibliographic citation for one specific reference resource for each of the following types of reference resources. Be prepared to discuss the posted resource/citation with the class. The class collectively will identify the kinds of information and types of questions/answers this type of source can provide about the curricular area of the group. Each student will recommend their posting as a model resource in that type or curricular area.

Resource type	ASN	DUE
Abstracts/Almanacs; Encyclopedias	6	1/11/12
Periodical Indices and Databases	7	1/18/12
Literary Sources; Biographical Sources; Bibliographic Sources	8	1/25/12
Geographic Sources	9	2/1/12
Government Documents; Handbooks/Directories/Dictionaries	11	2/8/12

Development of a Basic Reference Resources Collection
- **Team Activity due 4/19/12   ASN 11**
- **Point Value: 20   *SEE NOTE BELOW**

Each team will build a basic reference collection for a specific level of school library: e.g. an elementary, middle/junior high school or high school based on a budget of $3,000 for an elementary, $4,000 middle/junior high school and $5,000 for a high school. The assumption is that the school has no reference collection or contracted services. Each selection should include full bibliographic information (including price) and a reason for each item/service selected.

Teaching Information Literacy Skills to Teachers/In Service
- **Team Activity due 3/15/12   ASN 12**
- **Point Value: 11   *SEE NOTE BELOW**

Each team will develop a plan for an in-service program to teach Information Literacy Skills to faculty, post and present a "cutting" of the program to the class. See additional instruction sheet INSERVICE PROGRAM FOR TEACHERS – TEAM ACTIVITY for group choices and details of assignment.

Teaching Information Literacy Skills to Students
- **Individual Activity due 3/22/12   ASN 13**
- **Point Value: 11   * SEE NOTE BELOW**

Each student will prepare one lesson for a specific grade/subject that supports one of the 9 information literacy standards for student learning and present an overview of the lesson online (IP, pp. 8-9). See additional instruction sheet INFORMATION SKILLS LESSON PLAN – INDIVIDUAL ACTIVITY for scenarios and details of assignment.

In Class Learning Experiences
- **Discussions/assignments will be completed in class**
- **Point Value: 40   *SEE NOTE BELOW**

	ASN	(Class Number) OC – Due Date FT – Due Date
Almanac Practice Session	**14**	(2) OC 1/12/12 FT 1/19/12
Compare coverage of specific topic in several encyclopedias (print & electronic)	**15**	(1) OC - 1/5/12 FT – 1/12/12
Compare coverage of specific topic in periodical indices	**16**	(3) OC - 1/19/12 FT – 1/26/12
Propose solution to case study in collaboration—Humanities	**17**	(6) OC - 2/9/12 FT – 2/16/12
Prepare sample unit using collaboration model --Social Studies	**18**	(7) OC - 2/16/12 FT – 2/23/12
Prepare sample lesson plan--Sciences	**19**	(8) OC - 2/23/12 FT – 3/1/12
Plan learning experience for gifted students using Bloom's Taxonomy	**20**	(9) OC - 3/1/12 FT – 3/15/12
Acquisition/Ordering Lab	**21**	(13) OC - 4/5/12 FT – 4/19/12

*NOTE: All assignments are due at 6:00 PM on the Wednesday and/or Thursday due dates. An ASN submitted between two (2) and twenty-four (24) hours late will have two (2) points automatically deducted. No ASN may be submitted more than 24 hours late, and no points will be awarded after 24 hours. If you have an extreme medical or personal emergency, you must petition the instructor as soon as possible.

LEARNING ACTIVITIES TIMETABLE/Checksheet – Spring 2012

IA = Individual Activity

TA = Team Activity   TOTAL POSSIBLE POINTS 100 POINTS

Assignment/Activity	Due Date OC and FT unless otherwise noted	ASN	Value	Pts. Earned
Critical Evaluations of Curriculum Resources in Various Formats (IA)	**Ref. Bk** **1/11/12** **Periodical** **1/18/12** **Video** **1/25/12** **CD-ROM** **2/1/12** **Web Site** **2/8/12**	**1** **2** **3** **4** **5**	10 pts Total (2 pts each)	
Selection/Evaluation of Curricular Resources in Subject Area (IA)	**Abstract, etc** **1/11/12** **Per. Index, etc.** **1/18/12** **Lit., Bio., Biblio.** **1/25/12** **Geographic** **2/1/12** **Gov. Doc., Dict.** **2/8/12**	**6** **7** **8** **9** **11**	10 pts Total (2 pts each)	
Reference Resources Collection (TA)	**4/19/12**	**11**	20 pts	
In-service: Teaching Information Skills to Teachers (TA)	**3/15/12**	**12**	10 pts	
Teaching Information Skills to Students (IA)	**3/22/12**	**13**	10 pts	
In Class Team Learning Experiences (TA and IA) ▪ Almanac ▪ Compare encyclopedias ▪ Compare periodical indices ▪ Propose collaboration-Humanities ▪ Plan unit plan – Social Studies ▪ Plan lesson plan – Sciences ▪ Plan using Bloom's Taxonomy ▪ Acquisition/Ordering Lab	 **1/12/12 OC** **1/19/12 FT** **1/5/12 OC** **1/12/12 FT** **1/19/12 OC** **1/19/12 FT** **2/9/12 OC** **2/16/12 FT** **2/16/12 OC** **2/23/12 FT** **2/23/12 OC** **3/1/12 FT** **3/1/12 OC** **3/15/12 FT** **4/5/12 OC** **4/19/12 FT**	 **14** **15** **16** **17** **18** **19** **20** **21**	40 pts Total (5 pts each)	

TOTAL POINTS EARNED _____

*NOTE: All assignments are due at 6:00 PM on the Wednesday and/or Thursday due dates. An ASN submitted between two (2) and twenty-four (24) hours late will have two (2) points automatically deducted. No ASN may be submitted more than 24 hours late, and no points will be awarded after 24 hours. If you have an extreme medical or personal emergency, you must petition the instructor as soon as possible.

LIS 2325   GRADING SCALE:

Maximum points possible to earn = 100

Points

99- 100	A+
98 – 93	A
92 – 90	A-
89 – 88	B+
87 – 83	B
82 and below	Failing

A student must earn a grade of at least a B in their required core school library certification course. If a student does not earn a grade of at least a B, the student must repeat the course and earn a grade of at least a B. An LIS course may be repeated only once.

CLASS 1   TOPIC: BUILDING PARTNERSHIPS FOR LEARNING

STUDENT OUTCOMES:

The student will be able to:

Use *Standards for the 21ˢᵗ-Century Learner in Action* (&*Information Power)* as the foundation to:

- Identify and describe the teaching roles of the school library media specialist

- Develop plans for participating with teachers in collaborative teaching

TEACHING/LEARNING MODULES:

1. Course Approach & Overview—*Information Power* as a Model: Content, Strategies, Evaluation

2. Getting Focused and Organized to Learn: Working Teams

3. Building Partnerships for Learning: Collaborating with Teachers and the Teaching Roles of the School Library Media Specialist (*Information Power and Collaboration*)

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

- Participate in a "get focused" activity: Why I want to be a school librarian. One attribute that will make me an effective librarian.

- Participate in exercise to develop examples of the teaching role

SAMPLE RESOURCES:

AASL*. Collaboration.* AASL, 1996. and Farwell, Sybil. "Successful Models for Collaborative Planning." *Knowledge Connection* 26 (Jan./Feb.1998): 24-30.

_____. *Empowering Learners: Guidelines for School Library Media Programs.* Chicago: American Library Association, 2009.

_____. *Standards for the 21ˢᵗ-Century Learner in Action.* Chicago: American Library Association, 2009.

AASL & AECT. *Information Power: Building Partnerships for Learning.* ALA, 1998. (**http://www.ala.org/aasl/**)

Doiron, Ray & Davies, Judy. *Partners in Learning: Students, Teachers, & the School Library.* Libraries Unlimited, Inc., 1998.

Ercegovac, Zorana. *Information Literacy: Search Strategies, Tools, and Resources for High School Students.* Linworth Publishing, Inc., 2001.

Growing on the Job: Professional Development for the School Librarian. Linworth Publishing, Inc., 1991.

Haycock, Ken. *The School Library Program in the Curriculum.* Libraries, Unlimited, Inc., 1990.

Henri, James, Monkhouse, R. Edward, and Williams, Claire Louise. *Managing the School Library Resource Center: A Selection of Case Studies.* The Scarecrow Press, Inc. 1991.

Immroth, Barbara and Ash-Geisler, Viki. *Achieving School Readiness: Public Libraries and National Education Goal No. 1.* ALA, 1995.

Job, Amy and Schnare Mary Kay. *Reference Work in School Library Media Centers.* The Scarecrow Press, Inc., 1996.

Johnson, Doug. *The Indispensable Librarian: Surviving (and Thriving) in School Media Centers in the Information Age.* Linworth Publishing, Inc., 1997.

Knight, Linda, Editor. *Winners: A Collection of Cooperatively Developed Teaching Units for Resource-Based Learning.* The Association for Teacher-Librarianship in Canada, 1996.

Krashen, Stephen. *The Power of Reading: Insights from the Research.* Libraries Unlimited, Inc., 1993.

_____. "Bridging Inequity with Books." *Educational Leadership*, 1997.

Lance, Keith Curry, Welborn, Lynda, and Hamilton-Pennell, Christine. *The Impact of School Library Media Centers on Academic Achievement.* Colorado State Library & Adult Education Office. Hi Willow Research and Publication, 1993.

Lance, Keith Curry, Marcia J. Rodney, and Christine Hamilton-Pennell. *Measuring Up To Standards: The Impact of School Library Programs & Information Literacy in Pennsylvania Schools.* Pennsylvania Department of Education, 2000.

Loertscher, David. *Reinvent Your School's Library in the Age of Technology.* Hi Willow Research & Publishing, 1998.

National Educational Goals Panel (1997). *The National Education Goals Report: Building A Nation of Learners, 1997.* U.S. Government Printing Office, 1997.

Naumer, Janet Noll and Thurman, Glenda. *The Works for Library and Media Center Management.* Libraries Unlimited, Inc., 1998.

Pennsylvania Guidelines for School Library Information Programs. Pennsylvania Department of Education, 1999.

Public Education Network. AASL. *The Information – Powered School.* Sandra Hughes-Hassell and Anne Wheelock, editors. ALA, 2001.

Rollins, Deborah and Helmer, Dona. *Reference Sources for Children's and Young Adult Literature.* ALA, 1996.

Ross, Calvin. *The Frugal Youth Cybrarian.* ALA, 1997.

Scheps, Susan G. *The Homeschooling Resource Guide.* ALA, 1998.

School Library Management, 4th ed. Linworth Publishing, Inc., 1998.

Smallwood, Carol. *Insider's Guide to School Libraries: Tips and Resources.* Linworth, Publishing, Inc., 1997.

Smith, Jane Bandy. *Library Media Center Programs for Middle Schools: A Curriculum-Based Approach.* ALA, 1989.

Stripling, Barbara. *Libraries for the National Education Goals.* Clearinghouse on Information Resources, 1992.

Turner, Philip. *A School Library Media Specialist's Role: Helping Teachers Teach.* Libraries Unlimited, Inc., 1985.

Valenza, Joyce Kasman. *Power Tools: 110+ Essential Forms and Presentations for Your School Library Information Program.* ALA, 1998.

Wasman, Ann M. *The New Steps to Service.* ALA, 1998.

CLASS 2   TOPIC: IDENTIFYING, EVALUATING, AND SELECTING RESOURCES TO SUPPORT TEACHING/LEARNING

STUDENT OUTCOMES:

The student will be able to:

- Formulate evaluative criteria for resources based on teaching and learning needs

- Evaluate resources in a variety of formats for usefulness in teaching and learning using established criteria

- Demonstrate knowledge of the usefulness of current and retrospective selection sources for collection development

- Evaluate encyclopedias in print and electronic formats and make recommendations based on teaching and learning

TEACHING/LEARNING MODULES:

1. Decision Making: Resources (from Print to Internet) to Support Teaching/Learning: Own or Access?

2. Evaluating Resources in a Variety of Formats for Teaching and Learning

3. Determining Useful Formats for Specific Teaching/Learning Situations

4. Evaluating Encyclopedias—Print and Electronic Formats

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

- Collaborate on formulating guidelines for decision-making to own or access resources
- Evaluate an encyclopedia in print and electronic formats using established criteria

- Compare coverage of a specific topic in several encyclopedias in print, CD-ROM, and online formats and make recommendations

- Evaluate a resource in each of the following formats: nonfiction book, periodical, reference source (print and electronic), CD-ROM, Web site

- Build a reference collection appropriate for a specific level: elementary, middle/junior high, or high school based on teaching and learning needs

SAMPLE RESOURCES:

See attached list of reference sources

- *Internet Resources:*

Benson, Allen and Fodemski, Linda. *Connecting Kids and the Internet: A Handbook for Librarians, Teachers, and Parents.* Neal-Schuman Publishers, Inc., 1996.

Berger, Pam. *Curriculum Connection on the Net*. ALA, 1996.

Berger, Pam. *How to Connect to the Internet*. ALA, 1996.

Berger, Pam. *Internet for Active Learners: Curriculum-Based Strategies for K-12.* ALA, 1998.

Bruwelheide, Janis H. *The Copyright Primer for Librarians and Educators*, 2 ed. ALA, 1995.

Cooper, Gail & Garry. *Gopher It! An Internet Resource Guide for K-12 Educators.* Libraries Unlimited, Inc., 1996.

Internet Acceptable Use Policies: K-12. http://falcon.jmu.edu/~ramseyil/netpolicy.htm

Junion-Metz, Gail. *K-12 Resources on the Internet*. Library Solutions Press, 1996.

LeBaron, John F, Collier, Catherine, and de Lyon Friel, Linda. *A Travel Agent in Cyber School: The Internet and the Library Media Program.* Libraries Unlimited, Inc., 1996.

Miller, Elizabeth. *The Internet Resource Directory for K-12 Teachers and Librarians, 97/98 Edition.* Libraries Unlimited, Inc., 1998.

Ross, Calvin. *The Frugal Youth Cybrarian: Bargain Computing for Kids.* ALA, 1997.

Sader, Marion, Editor. *Topical Reference Books*. R. R. Bowker, 1991.

Schrock,Kathy. *Kathy Schrock's Guide for Educators*. URL: http://school.discovery.com/schrockguide/about.html

Williams, Constance. *The Internet for Newbies: An Easy Access Guide.* Libraries Unlimited, Inc., 1997.

- *General Resources*:

Gillespie, John and Folcarelli, Ralph. *Guides to Library Collection Development.* Libraries Unlimited, 1994.

Katz, Bill and Katz, Linda Sternberg. *Magazines for Young People: A Children's Magazine Guide Companion Volume*. R. R. Bowker, 1991.

Pullis, Laura Turner. *Information Investigation: Exploring Nonfiction with Books Kids Love.* Fulcrum Resources, 1998.

- Multicultural Resources:

Castro, Rafaela, et al. *What Do I Read Next? Multicultural Literature*. Gale, 1997.

Helbig, Alethea and Perkins, Agnes Regan. *Myths and Hero Tales: A Cross-Cultural Guide to Literature for Children and Young Adults.* Greenwood Press, 1997.

Marantz, Sylvia & Ken. *Multicultural Picture Books: Art for Understanding Others.* Linworth Publishing, Inc., 1994.

Miller-Lachmann, Lyn. *Our Family, Our Friends, Our World: An Annotated Guide to Significant Multicultural Books for Children and Teenagers*. R.R. Bowker, 1992.

Rochman, Hazel. *Against Borders: Promoting Books for a Multicultural World*. ALA, 1993.

Sims Bishop, Rudine, Editor. *Kaleidoscope: A Multicultural Booklist for Grades K-8*. NCTE, 1994.

Totten, Herman, Garner, Carolyn, and Brown, Risa. *Culturally Diverse Library Collections for Youth*. Neal Schuman Publishers, Inc., 1996.

- Evaluating Web Resources

Crane, Beverly E. *Teaching with the Internet.* Neal-Schuman Publishers, Inc., 2000.

Logan, Debra Kay and Cynthia Lee Beuselinck. *K – 12 Web Pages: Planning & Publishing Excellent School Web Sites.* Linworth Publishing, Inc., 2002.

Seamon, Mary Ploski and Eric J. Levitt. *Web-Based Learning: A Practical Guide.* Linworth Publishing, Inc., 2001.

CLASS 3   TOPIC: CURRICULUM & TEACHING/LEARNING STYLES AT THE ELEMENTARY LEVEL

STUDENT OUTCOMES:

The Student will be able to:

- Understand and describe the design and range of the elementary curriculum and how curricular decisions are made

- Develop plans for collaborating with elementary teachers based on teaching and learning styles

- Evaluate the usefulness of reference sources that provide access to periodicals in print and electronic formats

TEACHING/LEARNING MODULES:

1. Design & Structure of Elementary Curriculum and Factors Affecting Curriculum Decisions

2. Teaching/Learning Styles at the Elementary Level:

3. Collaborating with Elementary Teachers: Identifying and Meeting Needs

4. Evaluating Periodicals & Access to Periodicals: Print & Electronic Formats (Bibliographic Citations, Abstracts, Full Text)

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

- Evaluate a periodical using established criteria

  Compare coverage of a specific topic in several periodical indices, print and electronic

SAMPLE RESOURCES:

Borne, Barbara. *110 Research Topics Guides for Students.* Greenwood Press, 1996.

Feinberg, Sandra, Kuchner, Joan F., and Feldman, Sari. *Learning Environments for Young Children: Rethinking Library Spaces and Services.* ALA, 1998.

CLASSES 4 and 5   TOPIC: CURRICULUM & TEACHING/LEARNING STYLES AT THE MIDDLE/JUNIOR HIGH AND SECONDARY (HS) LEVELS

STUDENT OUTCOMES:

The student will be able to:

- Understand and describe the design and range of the secondary curriculum and how curricular decisions are made

- Develop plans for collaborating with secondary teachers based on teaching and learning styles

TEACHING/LEARNING MODULES:

1. Design & Structure of Secondary Curriculum and Factors Affecting Curricular Decisions

2. Teaching/Learning Styles at the Secondary Level.

3. Collaborating with Secondary Teachers: Identifying and Meeting Needs

4. Evaluating Dictionaries, Biographical, Bibliographic & Literary Sources: Print and Electronic Formats

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

- Evaluate usefulness of audio-visual resources using established criteria

- Compare coverage of a specific reference resources

SAMPLE RESOURCES:

Borne, Barbara*. 110 Research Topics Guides for Students.* Greenwood Press, 1996.

Dressman, Mark. *Literacy in the Library: Negotiating the Spaces Between Order and Desire.* Bergin & Garvey, 1997.

Kan, Katharine L., and YALSA, editors. *Sizzling Summer Reading Programs for Young Adults.* ALA, 1998.

National Center for Educational Statistics. *Findings from the Condition of Education 1994: High School Students Ten Years After "A Nation at Risk."* U.S. Department of Education, 1995.

National Center for Education Statistics. *A Profile of the American High School Sophomore in 1990.* U.S. Department of Education, 1998.

National Center for Education Statistics. *A Profile of the American High School Senior in 1992.* U.S. Department of Education, 1995.

National Center for Education Statistics. *Public Attitudes toward Secondary Education.* U.S. Department of Education, 1997.

National Center for Education Statistics. *Trends Among High School Seniors, 1972-1992.* U.S. Department of Education, 1995.

CLASS 6 TOPIC: COLLABORATION IN TEACHING/LEARNING—THE HUMANITIES

STUDENT OUTCOMES

The student will be able to:

- Develop a plan to work collaboratively with teachers in the Humanities

- Evaluate, select, and use reference resources in the Humanities curriculum areas

- Compare coverage of a specific topic in reference resources in a variety of formats

TEACHING/LEARNING MODULES:

1. Determining Needs and Providing Services for Teachers & Students in Humanities Classes

2. Collaboration: Selecting and Evaluating Resources and Integrating Resources into the Teaching/Learning Process

3. Evaluating Reference Resources: Geographical & Biographical Sources, Atlases, Abstracts, & Almanacs: Print & Electronic Formats

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

- Develop a plan for collaborating with teachers in these curricular areas

- Identify and evaluate the usefulness of reference resources in these areas

SAMPLE RESOURCES:

ALSC. *The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books.* ALA, 1998.

Cianciolo, *Patricia J., Picture Books for Children, 4th ed.* ALA, 1997.

Cecil, Nancy Lee and Roberts, Patricia. *Families in Children's Literature: A Resource Guide, Grades 4-8.* Libraries Unlimited, Inc., 1998.

Duits, Carrie Sorby and Dorman, Adelle K. *Reaching Out Through Reading: Service Learning Adventures with Literature.* Teacher Idea Press, 1998.

Harmon, Robert B. *Elements of Bibliography: A Simplified Approach.* The Scarecrow Press, Inc. 1989.

Huntley, E. D. *V. C. Andrews: A Critical Companion.* Greenwood Press, 1996.

Kulleseid, Eleanor and Strickland, Dorothy. *Literature, Literacy, & Learning.* ALA, 1989.

National Center for Education Statistics. *NAEP Facts: Reading Proficiency and Home Support for Literacy.* U.S. Department of Education, 1996.

Roberts, Robin. *Anne McCaffrey: A Critical Companion.* Greenwood Press, 1996.

Russell, Sharon. *Stephen King: A Critical Companion.* Greenwood Press, 1996

Shaevel, Evelyn and O'Donnell, Peggy. *Courtly Love in the Shopping Mall: Humanities Programming for Young Adults.* ALA, 1991

Somers, Albert and Worthington, Janet. *Candles and Mirrors: Response Guides for Teaching Novels and Plays in Grades Six Through Twelve.* Libraries Unlimited, Inc., 1984.

Somers, Albert and Janet Worthington. *Novels and Plays: Thirty Creative Teaching Guides for Grades 6-12.* Libraries Unlimited, Inc. 1997.

YALSA. *Outstanding Books for the College Bound: Choices for a Generation.* ALA, 1996.

Zingher, Gary. *At the Pirate Academy: Adventures with Language in the Library Media Center.* ALA, 1990.

CLASS 7   TOPIC: COLLABORATION IN TEACHING & LEARNING—SOCIAL STUDIES

STUDENT OUTCOMES:

The student will be able to:

- Develop a plan to work collaboratively with Social Studies teachers

- Evaluate, select, and use reference resources in the Social Studies curriculum areas

- Compare coverage of a specific topic in reference resources in a variety of formats

TEACHING/LEARNING MODULES:

1. Determining Needs and Providing Services for Teachers & Students

2. Collaboration: Selecting and Evaluating Resources and Integrating Resources into the Teaching and Learning Process

3. Evaluating Handbooks, Directories and Government Documents: Print & Electronic Formats

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

- Develop a unit plan for collaborating with teachers in the social studies area

- Identify and evaluate the usefulness of reference resources in these areas

SAMPLE RESOURCES:

Adamson, Lynda G. *Literature Connections to American History 7-12: Resources to Enhance and Entice.* Libraries, Unlimited, Inc., 1998.

Adamson, Lynda G. *Recreating the Past: A Guide to American and World Historical Fiction for Children and Young Adults.* Greenwood Press, 1994.

Browning, G. *Electronic Democracy: Using the Internet to Influence American Politics.* Pemberton Press, 1996.

Coffey, Rosemary and Howard, Elizabeth. *America as Story: Historical Fiction for Middle and Secondary Schools, 2nd ed.* ALA, 1997.

Fuhler, Carol J. *Discovering Geography of North America with Books Kids Love*. Fulcrum Publishing, 1998.

Gordon, Lee and Tanaka, Cheryl. *World Historical Fiction Guide for Young Adults*. Highsmith Press, 1995.

Kelsey, Ann. *Resources for Teaching the Vietnam War: An Annotated Guide.* Center for Social Studies Education, 1996.

National Center for Educational Statistics. *Learning about Our World and Our Past: Using the Tools and Resources of Geography and U.S. History*. U. S. Dept. of Education*, 1998.*

National Center for Education Statistics. *NAEP 1994 U.S. History: A First Look.* U.S. Department of Education, 1995.

CLASS 8   TOPIC: COLLABORATION IN TEACHING/LEARNING -- SCIENCES

STUDENT OUTCOMES:

The Student will be able to:

- Develop a plan to work collaboratively with Math & Science teachers and teachers in other curriculum areas

- Evaluate, select, and use reference resources in the Math, Science, and other curriculum areas

- Compare coverage of a specific topic in reference resources in a variety of formats

TEACHING/LEARNING MODULES:

1. Determining Needs and Providing Services for Teachers & Students

2. Collaboration: Selecting and Evaluating Resources and Integrating Resources into the Teaching/Learning Process

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

- Develop a lesson plan for collaborating with teachers in the sciences areas

- Identify and evaluate the usefulness of reference resources in these areas

SAMPLE RESOURCES: Appraisal (periodical)

Carter, John A. and Carter, Dorothy, E. *The Write Equation: Writing in the Mathematics Classroom*. Dale Seymour Publications, 1994.

Dwyer, Jim. *Earth Works: Recommended Fiction and* Nonfiction about Nature and the Environment for Adults and Young Adults. Neal-Schuman Publishers, Inc., 1996.

Phelan, Carolyn. *Science Books for Young People*. Booklist Publications. ALA, 1996.

The National Education Goals Report Summary 1997. Mathematics and Science Achievement for the 21st Century.

CLASS 9   TOPIC: SUPPORTING GIFTED STUDENTS AND SUPPORTING SPECIAL STUDENTS THROUGH INCLUSION

STUDENT OUTCOMES:

The student will be able to:

- Plan and execute services for students identified as gifted

- Plan and execute services for students with special needs in an inclusion model

TEACHING/LEARNING MODULES:

1. Collaboration: Determining Needs and Providing Resources and Services for Gifted Students

2. Collaboration: Determining Needs and Providing Resources and Services for Special Students in the Inclusion Model

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

- Participate in planning a learning experience for a gifted student using the levels in Bloom's Taxonomy

- Participate in planning a learning experience for a student with special needs using an inclusion model

SAMPLE RESOURCES:

Bambara, Linda and Knoster, Timothy. *Guidelines: Effective Behavioral Support. Pennsylvania Department of Education,* 1995.

Baxter Mendrinos, Roxanne. *Using Educational Technology with At-Risk Students: A Guide for Library Media Specialists and Teachers.* Greenwood Press, 1997.

Doll, Beth and Doll, Carol. *Bibliotherapy with Young People*: *Librarians and Mental Health Professionals Working Together.* Libraries Unlimited, Inc., 1997.

Deines-Jones, Courtney and Van Fleet, Connie. *Preparing Staff to Serve Patrons with Disabilities.* Neal-Schuman Publishers, Inc., 1995.

National Center for Education Statistics. *Profiles of Students with Disabilities as Identified in NELS:88.* U.S. Department of Education, 1997.

CLASS 11   TOPIC: ENCOURAGING FACULTY TO INTEGRATE INFORMATION LITERACY SKILLS AND INFORMATION TECHNOLOGY INTO THE TEACHING/LEARNING PROCESS

STUDENT OUTCOMES:

The student will be able to:

▪ Assess faculty needs for information technology and levels of expertise and plan instruction for developing information literacy skills

▪ Provide support for teachers to use information technology in the teaching/learning process

TEACHING/LEARNING MODULES:

1. Working with Teachers to Determine Their Individual Information Literacy Skills and Their Use of Information Technology in Teaching

2. Helping Teachers Integrate information Literacy Skills and Information Technology into the Teaching/Learning Process

3. Providing information Literacy Skills Development for Teachers

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

▪ Participate in planning a needs assessment and skills level assessment for teachers

▪ Participate in planning in-service instruction for teachers to use information technology more effectively

SAMPLE RESOURCES:

Butcher, Katherine Toth. *Information Technology for Schools*, 2nd ed. Linworth Publishing, 1998. (Chapter 12 "Technology Staff Development for Teachers.")

Improvement of Education. National Foundation for Teachers Take Charge of Their Learning*: Transforming Professional Development for Student Success.* NFIE, 1996.

National Center for Education Statistics. *Technology @ Your Fingertips: A Guide to Implementing Technology Solutions for Educational Agencies and Institutions*. The Center, 1997. (Chapter 6 "Knowing How to Train Users.")

CLASS 11   TOPIC: HELPING STUDENTS BECOME INDEPENDENT LEARNERS

STUDENT OUTCOMES:

The student will be able to:

- Identify and develop essential information literacy skills for students, K-12

- Develop a scope and sequence for students to acquire information literacy skills

- Plan lessons for students based on scope and sequence and related to curricular needs

TEACHING/LEARNING MODULES:

1. Identifying the Information Literacy Skills Students (K-12) Need to Become Independent Learners

2. Developing a Program of Sequential information Literacy Skills Instruction Integrated across the Curriculum and Independent Lesson Plans

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

- Participate in a team activity to evaluate a scope and sequence for information literacy skills

- Participate in a team activity to develop lesson plans in specific organizational levels

SAMPLE RESOURCES:

Big Newsletter (periodical)

Craver, Kathleen W. *Teaching Electronic Literacy:* A *Concepts-Based Approach for School Library Media Specialists.* Greenwood Press, 1997.

Davies, John. *Educating Students in a Media-Saturated Culture.* Technomic Publishing Company, 1996.

Kuhlthau, Carol Collier.   *School Librarian's Grade-by-Grade Activities Program.* The Center for Applied Research in Education, Inc., 1981.

_____. *Teaching the Library Research Process*, 2nd ed. Scarecrow Press, 1994.

Integrating Information/Management Skills: A Process for Incorporating Library Media Skills into Content Areas. Pennsylvania Department of Education, 1988.

Pappas, Marjorie, Geitgey, Gayle, and Jefferson, Cathy. *Searching Electronic Resources.* Linworth Publishing, Inc., 1996.

Problem Definition Process: A Guide to Research Strategies. Pennsylvania Department of Education, 1989.

Teaching Electronic Information Skills: A Resource Guide for Grades 9-12. Follett, 1994. (Also for grades K-5 and grades 6-8)

Virginia Space Grant Consortium. The Educator's Guide to the Internet*: A Handbook with Resources and Activities, 3rd ed.* Addison-Wesley Publishing Company, 1997.

Volkman, John D. *Cruising Through Research: Library Skills for Young Adults.* Libraries Unlimited, Inc., 1998.

Yucht, Alice. *Flip It! An Information Skills Strategy for Student Researchers.* Linworth Publishing, Inc., 1997.

CLASS 12   TOPIC: TEACHING STUDENTS INFORMATION LITERACY SKILLS

STUDENT OUTCOMES:

The student will be able to:

- Develop lesson plans to implement scope and sequence for students to learn information literacy skills

- Develop a collection of resources for reference/research

TEACHING/LEARNING MODULES:

1. Teaching Students Information Literacy Skills

2. Preparing lessons for instructing Information Literacy Skills

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

- Participate in reviewing, planning and teaching information literacy skills using an information literacy model for students

SAMPLE RESOURCES:

(Refer to sample resources noted for Class 11)

CLASS 13   TOPIC: PEPARING ORDERS FOR PURCHASING RESOURCES

STUDENT OUTCOMES:

The student will be able to:

   Prepare a sample order for purchasing resources and processing for materials to support instruction

TEACHING/LEARNING MODULES:

1: Selecting/Purchasing Resources to Support Instruction

2: Preparing Orders and Processing Specifications

3. Ordering and Extracting MARC records

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

"Hands on" Order Preparation Lab

CLASS 14 TOPIC: REFERENCE RESOURCES PLAN—TEAM PRESENTATIONS

STUDENT OUTCOMES:

The student will be able to:

- Develop a collection of resources in a curricular area

TEACHING/LEARNING MODULES:

Team Activity:: Reference Resources

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

- Develop Reference Resources Collection

SAMPLE RESOURCES:

Anderson, Joanne S., ed. *Guide for Written Collection Policy Statements*. ALA, 1996.

Daubert, Madeline J. *Financial Management for Small and Medium-Sized Libraries*. ALA, 1993.

Karpisek, Marian. *Policymaking for School Library Media Programs.* ALA, 1989.

Pennsylvania State Accounting Manual, 1996.

Pennsylvania Public School Code of 1949. PA Department of Education, 1993.

Segal, Joseph P in . *Evaluating and Weeding Collections in Small and Medium-sized Public Libraries.* ALA, 1987.

Slote, Stanley J. *Weeding Library Collections: Library Weeding Methods.* Libraries Unlimited, Inc., 1997.

Van Orden, Phyllis. *The Collection Program in Schools: Concepts, Practices, & Information Sources, 2nd ed*. Libraries Unlimited, Inc., 1995.

CLASS 15   TOPIC: CURRICULUM PLANNING

STUDENT OUTCOMES:

The student will be able to:

- Identify leadership competencies for curriculum planning, resources development and instructional delivery.

TEACHING/LEARNING MODULES:

Team Activity: Reference Simulation

LEARNING EXPERIENCES/COMPETENCY DEMONSTRATION:

- Identify and categorize personal portfolio-quality samples that demonstrate competencies of leadership, instructional planning/delivery and technology use.