

## **ITLS 5000: School Library Foundations and Learning**

### **1. Course overview and objectives**

This course introduces the field of School Library Media Administration (SLMA) and Learning. We will examine librarianship as a profession, the role of school librarians and their contributions to the curriculum, school library media standards (national, state, content), development and diversity of learners, learning environments and management, and library design.

The course is organized by week (Tuesday - Monday). Each week we tackle a new topic. The weekly start pages explain everything we are working on for that week and show homework and assignments due. There is a required weekly synchronous web broadcast component for this course on Tuesday night from 4:30 - 5:40 PM. **All assignments are typically due on Mondays by midnight. All assignments involving discussions have 2 due dates. Your original post is due on Fridays by midnight. Responses are due on Mondays by midnight.** Plan ahead! Since the broadcast component of our class time has been reduced, there is additional content online for you to work with.

After completing this course (readings, discussions, assignments, etc.) you will be able to:

- explain the roles and importance of a school librarian (school library media teacher/specialist)
- identify the tasks needed in the management of a school library media center
- utilize professional guidelines as stated in various standards
- understand the role of professional organizations and conferences in professional development
- locate and share information
- visit local school library media centers and interview school librarians to discover the questions and answers that are current in the field

### **2. Course materials**

The following textbook is required for this class:

**American Library Association. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: American Library Association. ISBN 978-0-8389-1579-0.**

All other materials can be found on the Canvas online learning management system: <http://usu.instructure.com> (login with your A# and password). Information about the School Library Media Administration Program can be found on the ITLS department's website: <http://itls.usu.edu/programs/slma>.

### **3. Assessment**

This course is designed to introduce the field of School Library Media Administration. Learner development, diversity, and differences, as well as learning environments, will also be explored. We will cover many topics over the course of the semester. The assignments for this course are intended to facilitate learning in these different areas by allowing you to a) express key aspects of school librarianship; b) work with the approved standards in the field, including the American Association for School Librarian's (AASL) Standards for the 21<sup>st</sup> Century Learner, the Utah standards, and the competencies required for endorsement from the Utah State Board of Education (USBE); c) take charge and find relevant professional materials, resources, and opportunities; d) observe and question librarians in their school libraries; e) present and talk coherently about selected school library topics; f) examine and present ; and g) discuss what you have learned in class and from your readings with fellow students.

**All assignments including discussions have 2 due dates. Your original post is due on Fridays at midnight. Responses are due on Mondays by midnight.** Plan ahead!

When participating in an online discussion, please start early in the week to facilitate a lively exchange of information. Note that the requirement is for you to post your main/initial post by Friday, focusing on the prompts for that discussion. You will not be able to see other posts until you submit your initial posting. Then, when you can see other students' posts, respond to at least two other students - responding to more than 2 will help enliven and deepen the discussions. Students will also be discussion leaders during the web broadcast class time. These posts, responses, and being the discussion leader are part of your final grade. **Please realize**

**that with your participation in this class you are contributing to your fellow students' learning as well as your own.**

See also section 4.6 on grading.

## **4. Course policies**

### **4.1 Our classroom**

To make learning worthwhile for you and others in our ITLS 5000 learning community it is important that you actively engage with your fellow students, your teacher, and the materials presented both inside and outside of class.

A prerequisite to student learning is a classroom in which students feel comfortable. This comfort has to be achieved at multiple levels: students need to be comfortable with their peers and their instructor and the material needs to be presented in a non-intimidating manner with an understanding of the students' existing expertise. Students are welcome to come to me with problems and questions and are always treated with respect. You can reach me through various channels of communication including email and in person. Texting is probably the quickest and most direct. I encourage students to ask questions in class, email, or on Canvas and to take charge of their own learning.

In our classroom we do not harass or discriminate against anyone on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, veteran status, or marital or parental status; the presence of any sensory, physical or mental disability or handicap; nor for any other reason.

### **4.2. The Honor System**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize.

A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

(See Article VI of the student code (University Regulations Regarding Academic Integrity) - <http://www.usu.edu/studentervices/studentcode/article6.cfm>)

### **4.3. Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. (See Article VI of the student code: <http://www.usu.edu/studentervices/studentcode/article6.cfm>)

Please note that Canvas has an automated feature to detect plagiarism called [Turnitin](#). Please also note that professors in the Instructional Technology and Learning Sciences Department are required to officially report ANY case of plagiarism, no exceptions.

### **4.4. Sexual harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the

Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

#### **4.5. Students with disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

#### **4.6. Grading**

Your grade will be based on the university grading scale:

A	A-	B+	B
100-93%,	92-90%	89-87%	86-83%,
B-	C+	C	C-
82-80%	79-77%	76-73%	72-70%
D	F		
69-60%	59-0%		

Please note that to earn an A- or A grade, the assignment must go beyond the minimum expected in terms of quality (e.g. insight, creativity, analysis, thoroughness, synthesis).

Without exception, plagiarized work results in an F and automatically revokes the opportunity to redo that assignment.

Assignments that are handed in past the due date cannot be redone. Late assignments will also be marked down.

All assignments need to be submitted through Canvas Assignments or they will not be accepted.

Assignments that clearly do not follow directions are returned without review.

**Final assignments cannot be redone due to time constraints. Final assignment drafts are accepted for review until one week before the final assignment deadline. Plan ahead!**

If you wish to discuss a grade, hand in a written explanation of your argument and arrange for a private meeting. Except for unusual circumstances, no appeal for an individual assignment or project will be considered more than two weeks after the grade has been posted.

#### **4.7. Absence from class**

Students are responsible for attending the web broadcast every week. If students cannot attend the broadcast, they are required to notify the instructor ahead of time of their expected absence. Students who miss the broadcast must submit a one-page summary (around 500 words) of the missed broadcast based on the class recording or notes from fellow classmates. This summary needs to be submitted before the start of the next class. Not submitting the summary or submitting the summary late without a legitimate excuse will lead to a reduction in your class participation grade.

#### **4.8. Withdrawals and incompletes**

USU students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

#### **4.9. Grievance process**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission,

residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in Article VII in the Student Code:

<http://www.usu.edu/studentservices/studentcode/article7.cfm>.

## 5. Course schedule

Note: the course schedule is subject to change, that is, it is a plan rather than a contract. We are in a unique situation this year with the SLMA program. With the recent updates in the national, state, and local standards and requirements, we are completely revamping our whole program. You will be an integral and critical contributor to the success of this endeavor. You will be notified in Canvas about any changes to the schedule or existing content. We will also review each week during the web broadcast to make sure everyone is aware of current expectations and developments.

The course schedule is incorporated into the [Modules page](#) where you can find our weekly topics and what assignments are due.

## 6. Course assignments

### 6.1 Read & Journal

+ This could be a portfolio piece • This could be a practicum connection

**Read & journal** a minimum of **15 books** across the spectrum of k-12 **NON-FICTION** books, including:

- 1 early elementary level (K-2) - any genre
- 1 middle elementary level (3-4) - any genre
- 1 upper elementary level (5-6) - any genre
- 1 tween level (6-8) - any genre
- 1 young adult level (9-12) - any genre
- 10 - 1 each from all Dewey Decimal classes
  - 000: Computer Science    100: Philosophy & psychology
  - 200: Religion            300: Social sciences
  - 400: Language            500: Pure science
  - 600: Technology         700: Arts & recreation
  - 800: Literature            900: History & geography

Beside the different levels and classes, there are other categories to consider in your choices. Include as much variety as possible in the following categories:

**Format:** picture, prose, poetry, graphic, audio, e-book

**Time of publication:** current (within the past 5 years), historical (more than 5 years old)

**Genre:** We typically think of genre in connection with fiction books (*see list below*), but there are also genres for non-fiction: history; biographies, autobiographies, & memoirs; travel guides & travelogues; academic texts; philosophy & insight; journalism; self-help & instruction; guides & how-to manuals; humor & commentary; reference (think dictionary, encyclopedia, almanac, etc.)

*Fiction genres: adventure, comedy, coming of age (bildungsroman), diversity/inclusion (BIPOC, culture, language, LGBTQA?, etc.), drama, dystopian, epic, fantasy, historical, horror, lyric, mystery, mythical, nonsense, romance, satire, science fiction, suspense/thriller, tragedy, western, etc.*

Your **critical reading journal** is a record of what you have read and a place to document what you learn, notice, and decide. This is not the place to just summarize or retell (but you may want to include a **brief** description). This journal is different than the traditional reading journal used in education, for the reader to ask questions, connect ideas, reflect, and share insights. This a place to be analytical, questioning, thoughtful, and thorough about the actual resource.

### Critical analysis points to consider for non-fiction works:

- Correct spelling, punctuation, grammar
- Truth/fact vs opinion
- Purpose/Perspective/Context/Viewpoint
- Pictures/Images/Graphics - helpful, confusing, distracting, clarifying
- Appropriate/Understandable for intended audience
- Documentation/References/Resources/Verifiable/Evidence/Support

Bias/Stereotype/Prejudice/Balance  
Author's credentials

### Components of your journal

category (non-fiction)  
traditional citation info: title, author, publication date, publisher, etc.  
format  
level  
genre  
your recommendation  
your critical analysis  
brief description

I suggest using a spreadsheet for your journal if you are going to make it electronic because it is more searchable and sortable. (*example below*) But you may do it in a document (like Word or Google) if you prefer. Or you can do it with the proven technology of a physical notebook and writing utensil. This is ultimately for you, not the grade! :), so choose what is best for **you**. I suggest the column headings be the components and the rows be the books. You may certainly customize it to your needs - ISBN, # of pages, includes pictures or illustrations, date of review, etc.

Category	Title	Author(s)	Pub Date	Publisher	Format	Level	Genre or Dewey	Recommendation	Critical Analysis	Description
non-fiction	Quilting	Storms, Biz	2001	Kids Can Press	book	5-12	D: 746	Yes - for ...	Your thoughts ...	Piecing & appliqué ...

One of your journaled books will be used for your **book talk** for the final - your choice.

## 6.2 Practicum & Journal

+ This could be a source for portfolio pieces • This is an obvious practicum connection

^ This can be a source for 3P manual pieces

The major rationale for the practicum expectations is for students to experience the actual physical environment they are in training for. The SLMA practicum is intended to give each student first hand, on-site, practical knowledge of the subjects studied theoretically in the SLMA courses. You will need to make the contact and arrangements directly, we do not facilitate that as instructors since you are all in unique situations. It will already be sufficiently complicated to match your schedule with the different libraries & librarians, we don't need to add an additional layer, but please let us know if we can be helpful.

• **14 hours minimum** - divided minimally as 6, 3, & 3 fall and spring semesters

A minimum of **6** hours should be completed at the level you are most interested in, are working at, or hope to work at.

A minimum of **3** hours should be completed at EACH of the other two levels (**6** total).

A maximum of **1** hour can be counted by visiting a community public library.

A maximum of **1** hour can be counted by attending a school district SLM faculty/staff meeting or a local school board meeting.

• **3 different school library media centers**

one at each level (elementary, middle/junior, & high) each semester

any type of school (i.e., primary, elementary, middle, K-8, junior, K-12, high, public, private)

It is strongly advised, where feasible, to go to different schools at each level each semester.

You may not count a visit to an academic, business, or corporate library.

Your primary role is to observe and ask questions. You should not be an active participant - working directly with students, shelving books, etc.

### Documentation

The first page of your journal should be a physical signature page. This should include the date of each visit, the amount of time spent, the name of the school (& level), the printed name & signature of the librarian.

You must keep a journal of your experiences, but the format is up to you - digital or physical. We will observe the following guidelines from Larry Johnson at IUPUI. [This was copied 17 Sept 2008 from <http://eduscapes.com/sms/course/realitycheck.htm>] "Your 'write up' is very flexible and may include any of the following: questions and answers, a summary, photographs, selected quotes from interviews, myth vs reality, a narrative of your experience, recommendations, conclusions, and/or whatever you find most interesting. Your project should go beyond the simple reporting of your experience. Let's bridge theory and practice by connecting your interviews with your course readings, the professional literature, and your personal and professional experiences. Compare yourself as a teacher librarian with the people you interview. Do you agree or disagree with their approaches and philosophies? Why? Provide specific examples and comparisons."

You will have specific assignments from SLMA program courses that will direct some of your interactions. Beyond class assignments, any topic can be explored. Here is a list, but it is not meant to be all-inclusive. Do not be constrained by the list – ask whatever you want and need to know.

- |   |  |
|---|--|
| what do they love about their job                     | collaboration                          |
| intellectual freedom                                  | PLCs                                   |
| scheduling & other time management concerns           | technology/equipment concerns          |
| information problem solving techniques & models       | human resources                        |
| interaction with the principal & other administrators | facilities                             |
| program planning                                      | PTA/PTSA connections                   |
| personnel/student helpers                             | professional associations              |
| budgeting/financial issues                            | professional development opportunities |
| services offered                                      | information power                      |
| classroom management concerns & strategies            | volunteers/parent involvement          |
|   | role of school library media centers   |
|   | advocacy & promotion                   |
|   | UELMA                                  |
|   | what would they change if they could   |

### 6.3 Utah Library Media Core Standards

+ This could be a source for portfolio pieces    • This could be a

practicum connection

Now that you are familiar with the Utah library media core standards, it's time to delve deeper and begin to think about and develop ways to use them as the foundation for your teaching. At this point you will not need to create complete lesson plans, just begin seeing connections and generating ideas.

The structure for each of the 3 areas (reading engagement, research & information, and media literacy) at both levels follows a common outline format.

- Level
- Area
- Strand
- Standard
- Components

Your mission, should you choose to accept it:

Identify 6 different standards to work with

1. elementary level reading engagement
2. elementary level research and information
3. elementary level media literacy
4. secondary level reading engagement
5. secondary level information and research
6. secondary level media literacy

Drill down to at least the standard level - you may include any or all of the components under the standard (or not).

Choose an appropriate grade level and describe how you would teach those concepts or skills.

### Example 1

Level: Elementary

Area: Information and Research

Strand 4: Defining an information problem and identifying information needed

Standard 2: Identify the information needed

Grade 4: Having previously identified an information problem with the whole class, have them brainstorm as a whole class to complete a [K-W-L chart. \(Links to an external site.\)](#)

### Example 2

Level: Secondary

Area: Reading Engagement

Strand 1: Reading to pursue intellectual, personal, and emotional growth for life

Standard 1: Build reading behaviors for lifelong learning and enjoyment of reading

Component d: Contribute to a reading and learning community including recommending reading materials to peers

Grades 9-12: Organize a school book club (or several) that meets once a week during lunch. Students don't read the same book - everyone reads a book of their choice and then 'book talks' it to the club.

## Be creative and adventurous - let yourself dream of possibilities!

[alternatively, ask for ideas when you visit with librarians or teachers or friends & family]

### 6.4 Utah Academic Area Core

+ This could be a source for portfolio pieces • This could be a practicum connection

The sheer volume of standards you need to be not only aware of, but also familiar with, can seem overwhelming and daunting. Those of you with teaching experience have some advantage over our students still going through their teacher prep programs, if you worked with standards in your teaching. But it may still be intimidating to think about knowing the total curriculum for a school. Happily, you don't need to learn it all at once.

For this assignment, **choose 1 academic subject area.** (e.g., social studies, music, math, physical education, etc.) Explore the Utah standards for that subject area at all 3 levels (elementary, middle/junior high, and high school). **Choose one or more standards from each of the 3 levels in that subject area.** Then find **at least 1 resource to support each standard** you identify that you would include in a school library collection to support that standard. At least one of the 3 required resources must be a printed book. Websites, videos, and databases are also great resources to investigate. You have been learning about collection development in the ITLS 5015 course, this is a small step in the direction of creating a curriculum-based collection.

Besides your regular search strategies, a resource you should be aware of from USOE is the [Instructional Materials Center \(Links to an external site.\)](#)(IMC). "The purpose of state recommendation of instructional materials is to provide the schools of the state the very best available core-related materials and to eliminate instructional materials that violate Utah Administrative Code or Utah State Board Rules." Here is a link to [A Brief History & Overview of Instructional Materials in Utah \(Links to an external site.\)](#). (Links to an external site.) They also have the contact information for [repositories of approved materials \(Links to an external site.\)](#) located at Colleges of Education around the state. It does not appear to be very up-to-date because I know Richard Saunders is no longer at SUU and Nathan Smith is now retired from USU. But the repository should still exist in each location. If you are close to one of these resource centers, I encourage you to visit. Here at USU, it is the Young Education Technology Center (YETC), EDUC 170. IMC also has a Recommended Instructional Materials System ([RIMS](#)) [searchable database \(Links to an external site.\)](#).

Example structure

Subject area:

Elementary level standard(s):  
 Resource(s):  
 Middle/Jr High level standard(s):  
 Resource(s):  
 High School level standard(s):  
 Resource(s):



+ For a portfolio piece - keep track of the academic subject area, the grade level, the standards you have found resources for, and bibliographic information for the resources.

• As a practicum connection, ask the librarians for their recommendations and resources.

**6.5 Crosswalks**      + This could be a source for portfolio pieces      • This could be a practicum connection

You have now been exploring the Utah Library Media core standards, Utah academic subject standards, perhaps some national education organization standards, and the AASL standards. Now is the time to pull them all together with a beginning crosswalk. This will be very basic but should get you into the mindset of how to complete multiple crosswalks once you are in a particular school and working with its curriculum and collaborating with its teachers.

1. Start with the AASL standards. Identify a specific Shared Foundation for Learners (Inquire, Include, Collaborate, Curate, Explore, Engage). Then choose a specific Domain and Competency within that Shared Foundation (Think, Create, Share, Grow).
2. Include a Utah Library Media core standard or standards that correlates to your AASL choice.
3. Now incorporate one or more academic subject area standards.
4. Finally, describe your ideas of how to this might look in "your" library in "your" school. I suggest perusing the AASL alignments for your chosen AASL Shared Foundation and Domain.

By all means, incorporate whatever previous work that has done by others into your assignment. You do not need to reinvent the wheel, but you do need to go at least one step further. Most crosswalks I've linked to in the modules are between only 2 organizations. You will be doing at least 3 - AASL, Utah library, & Utah academic. (You may include other national standards (like ISTE), if you'd like.)

Example:

AASL Shared Foundation for Learners	AASL Domain & Competency	UT library standard(s)	UT academic standard(s)
Choose: Inquire, Include, Collaborate, Curate, Explore, or Engage	copy & paste	copy & paste	copy & paste

How I would incorporate this crosswalk idea:

**6.6 Lesson Plan - UT academic**      + This could be a source for portfolio pieces      • This could be a practicum connection

Using the USBE approved lesson plan template, create (or find and personalize) a lesson plan that combines standards from the library media standards and the academic area standards of your choice. Be sure to identify and give credit for the work of others that you incorporate or expand on.

The USBE template has the following sections; they must be included in your lesson plan. You may include additional sections, as appropriate.

1. Summary

2. Background for Teachers
3. Step 1 - Goals and Outcomes
4. Step 2 - Planning Instruction
5. Step 3 - Instruction
6. Step 4 - Assessments

### 6.7 Library Management Plan

+ This could be a source for portfolio pieces • This could be a practicum connection

Write up your library management plan(s) that will be included in your 3P (policies, procedures, & programs) manual. Think about how you plan to manage classes that visit the library, before- and after-school visitors, and student behaviors. The plan does not have to be completely original - check out what is already out there - (be sure to give credit) but personalize when appropriate.

### 6.8 Library Design

+ This could be a portfolio piece • This could be a practicum connection

Use [Homestyler \(Links to an external site.\)](#) (it is free, you just need to create an account) or [The Library Store \(Links to an external site.\)](#) (also free) to design your optimal school library space. Or if you would like to hand sketch it and upload it as a pdf, or have another floor plan software you enjoy, feel free to do that instead. Please indicate what level your library will serve (elementary, middle/junior high, high school).

Be sure to include basic library components (circulation desk, bookshelves, computers, tables, chairs, windows, etc.) as well as anything additional that you would like in your dream library (maker spaces, fun architectural features, giant bean bags, etc.).

Be ready to discuss your floor plan and your design choices on Tuesday.

### 6.9 Book Talk

You have been [reading books](#) all semester, **non-fiction** for ITLS 5000 and **fiction** for ITLS 5015. I hope you have found some GREAT resources. You have already submitted your reading. Now is the time to choose which non-fiction &/or fiction book to share in a book talk during the final zoom broadcast time. [Students in ITLS 5000 will share 1 non-fiction book. Students in ITLS 5015 will share 1 fiction book.]

Each book talk should be **2 1/2 to 3 minutes**. That is not much time, so plan your presentation carefully and practice it. Bring the book to show on camera OR make a slide that includes an image of the book and items 1-3 of the minimum requirements (below).

**Minimum requirements** for book talk information:

1. Title
2. Author
3. Grade/Age level
4. Your "hook" (your pitch to "sell" the book)
5. Your recommendation

### 6.10 Discussions

### 6.11 Class attendance and participation