



Excellence, Innovation and Leadership in a Learner-Centered Community



SOE Motto:

Excellence, Innovation and Leadership in a Learner-Centered Community.

UNIVERSITY OF HOUSTON-CLEAR LAKE

School of Education

School Library and Information Science

A Nationally Recognized NCATE*-AASL/ALA Reviewed and Approved

School Library Media Education Program

LLS 6334.01: Administration of School Library Services

Fall, 2014

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Course Description: Principles and illustrative practices in the leadership, organization, and management of school libraries and its services.

Methodology: This course will utilize lectures, readings, online resources, a self-analysis tool, field experiences, discussion board participation, a field trip, guest speakers, and written projects to generate discussion and learning about the administration of school library services.

Meeting Time: There are no meeting times as this course is 100% online.

Required Texts

American Association of School Librarians.(2008) *Standards for the 21st-Century Learner in Action*. Chicago: American Library Association.

Woolls, B., Weeks, A. & Coatney, S. (2013). *School library media manager* (5th ed). Santa Barbara, CA: Libraries Unlimited. ISBN: 978-1-61069-133-8

Course Objectives

Upon successful completion of LLLS 6334, you should be able to:

1. Access the School Library Programs Standards and Guidelines for Texas and be able to use those standards to create a long-range plan and timeline to bring a selected school library to the exemplary level.
2. Be an active participant in discussion board topics concerning: the leadership role of the school librarian; school librarian leadership in the service areas (evaluation of library services, collaboration with teachers, developing and implementing special programs, acquiring additional funds through grant writing, providing professional development in technology to teachers) approaches to facilitating principals'/administrators' support of library programs to facilitate student achievement, teaching of efficient and effective search strategies to students and teachers; reference selection and services; the importance of taking advantage of digital technologies and why school libraries work.
3. Access information, **other than that provided by the instructor and the course texts**, to provide feedback about the following topics: School Library Media Center Standards, school librarian leadership, management, collaborative relationships, print and digital resources, digital curation and presentation tools, special programs, reference selection and services, search strategies and information retrieval, funding opportunities; grant writing; budgeting, professional development, technology integration, transliteracy.
4. Design, conduct, report and present projects aligned to school library services.
5. Be familiar with school library design concepts.
6. Be prepared to discuss assigned readings each class time or via the bulletin board or a wiki.
7. Be prepared to work more effectively with all students through knowledge gained.
8. Be prepared to integrate knowledge gained in this course so that you are able to apply the knowledge to real-world situations in a school library.

Standards - TExES Competencies for School Librarians

The following competencies are required by the Texas Examinations of Educator Standards for your School Librarian Certification. Knowledge and skills for effectively accomplishing some of these elements listed below, are included in this course's content.

Standard I: Learner-Centered Teaching and Learning

Element 1: Participate as an educational leader, an equal partner, and a change agent in the curriculum development process at both the campus and district level.

Element 2: Participate in curriculum design and integrating planning of a shared campus vision

that focuses on reading, teaching, and learning.

Element 3: Model and promote collaborative planning, cooperative teaching, and district instruction as determined by learners' needs and state curriculum standards.

Element 4: Direct and encourage students in the ethical use of resources to locate, gather, select, synthesize, and evaluate relevant information.

Element 5: Work collaboratively with faculty to provide students with opportunities to assume responsibility in planning and engaging in independent learning.

Element 11: Create a learning environment in which the diversity of groups and the uniqueness of individuals are recognized and appreciated.

Standard II: Learner-Centered Library Program Leadership and Management

Element 1: Advocate for the development of an exemplary library media program that encourages a vision of excellence for all learners.

Element 2: Synthesize information from a variety of sources for effective decision making to develop and maintain an exemplary library program.

Element 3: Design policies and procedures that comply with local, state, and federal laws and policies while supporting sound decisions relating to school and library instruction and programs.

Element 4: Establish partnerships within the learning community to support district and campus goals through exemplary library programs.

Element 8: Collaborate with faculty to ensure that the process of evaluating and selecting library resources provides curriculum-related and leisure reading materials.

Standard III: Learner-Centered Technology and Information Access

Element 1: Provide a balanced, carefully selected, and systematically organized collection of library resources that are sufficient to meet students' needs and are continuously monitored to be current and relevant in each subject areas.

Element 2: Models and promotes the highest standard of ethics, and integrity in the use of the Internet and other print and electronic resources.

Element 3: Employs existing and emerging technologies to access evaluate, and disseminate information for possible application to instructional programs.

Element 4: Promotes interlibrary loan policy to facilitate information access beyond the campus.

Element 5: Model information problem-solving processes in providing instruction about reference and research technologies.

Standard V: Learner-Centered Connections to the Community

Element 4: Establish partnerships with businesses, learning institutions, global communities, and other libraries and entities to strengthen programs and support campus goals.

Element 5: Develop library programs that offer families opportunities to participate in school activities and in their children's education.

Standard VI: Learner-Centered Information Science and Librarianship

Element 2: Understand the role of the school library media program as a central element in the intellectual life of the school.

Element 3: Know theories, principles, and skills related to the selection, acquisition, organization, storage, retrieval, use, and evaluation of information

Element 9: Understands and models principles of intellectual freedom, information access, privacy, and proprietary rights.

Element 11: Use varied reading materials, programs, and motivational strategies to guide the development of independent readers.

Element 12: Engage in continual self-evaluation and self-directed learning for professional growth.

Element 14: Demonstrate ethical behavior in all professional contexts.

Element 15: Work collaboratively with other information professionals in support of the library program and the profession

Texas Administrative Code Title 19 Education, Part 7 State Board of Educator Certification, Chapter 239 Student Services Certificates, Subchapter B School Librarian Certificate, Rule 239.55 Standards for the School Librarian Certificate:

[http://info.sos.state.tx.us/pub/plsql/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=7&ch=239&ch=B&rl=Y](http://info.sos.state.tx.us/pub/plsql/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=7&ch=239&ch=B&rl=Y)

This course is based upon the national [ALA/AASL Standards For Initial Programs for School Library Media Specialist Preparation](#) (approved March 5, 2003 html file). Link from:

<http://www.ala.org/ala/aasl/aasleducation/schoollibrarymed/schoollibrary.htm> . The University of Houston- Clear Lake program in School Library and Information Science is nationally recognized, reviewed and approved through NCATE-AASL/ALA .

University of Houston-Clear Lake Diversity Proficiencies for Library Candidates:

Advanced Programs

The candidate librarian will:

Knowledge

ADPK1 Demonstrate an awareness of the impact of race, ethnicity, culture, socioeconomic status, exceptionalities, sexual orientation and speaking a language other than English on promoting equity for all learners

Skills

ADPS1 Create an environment in which all students can learn

ADPS2 Promote equity and excellence for all

Dispositions

DPD1 Demonstrate that diversity in the classroom and society is a strength

DPD2 Use language that is not demeaning or harmful to any individual or group

CAEP Statement



UHCL is one of only 14 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high

quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

Dispositions Statement

Each student must read and follow [Statement on Professional Dispositions](#), which is provided to define the standard of behavior SOE expects of candidates.

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess compliance with the standards. These assessments are invaluable for professional development.

Americans with Disabilities Statement

Disability Services

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Should you need special accommodations, please contact me after class or in my office.

English Language Proficiency (ELPS)

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

Academic Honesty Policy

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Please note, ANY material located on the Internet is to be treated exactly the same as material in traditional print form. If you use any material in any form from any source other than yourself, it **MUST** be cited using APA style.

Evaluation of Instructor and Course: At the end of the course, students will be given an opportunity to

evaluate this course and the instructor.

UAS Statement

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements.

COURSE POLICIES

Attendance: Attendance is required and affects the final grade. Attendance is defined as presence, on time, with participation in class discussions and activities, including Blackboard participation. Absences are not classified as excused or unexcused. If you are not in class, you are absent. After two absences your grade will be reduced by 10%.

Your final grade is based on assignment points, attendance, and class and online participation.

Student Evaluation: You will be evaluated on the following assignments:

Library Evaluation	50 points	Due Feb 1
A Collaborative Curation of Resources	30	Feb 22
Design of Special Programs	25	Mar 8
Reference Selection Activities	30	Mar 29
Grant Writing	60	Apr 5
Professional Development in Technology Integration	35	Apr 19
Makerspace	20	May 20
Attendance/Class Participation	230	Weekly
	Total:	425 points

Grade Distribution

100-94 = A	89-87 = B+	79-77 = C+	69-67 = D+	<60 = F
93-90 = A-	86-83 = B	76-73 = C	66-63 = D	
	82-80 = B-	72-70 = C-	62-60 = D-	

Plagiarism: Plagiarism will result in a grade of zero on an assignment. You will also receive a zero on your Student Dispositions under "Maintain professional and personal integrity" and a grade of "Unacceptable" in the Key Assessment of PCT (Personal Course Tools) warehouse. You may also fail the course. It will also be under the discretion of the instructor to take your case to the Associate Dean for removal from the School of Education with two counts of plagiarism.

Late Work Policy: No Late Work Will Be Accepted

Class Lectures: You are expected to participate in class discussions. Questions of the instructor during lectures are always welcome and are expected.

Course Assignments:

General Information

- All dates for assignments are established in the course calendar.
- Please include in all assignment papers a title page with the following information: Title of Assignment, Your Name, and the Course Number and Name (LLLS 6334: Administration of School Library Services). Name your assignment files: Assignment Name (e.g. Professional Reference List) and your first and last name. For example a file name could be: "Professional Reference List: Lydia Librarian"
- **All initial Discussion Board posts should be submitted within three (3) days of the assignment to allow others time to read and post responses.**
- Information and expectations of assignments will be shared through Blackboard when project is released.

UHCL Academic Calendar

[Academic Calendar](#) Please check for important dates relating to the semester.

The calendar is also included on the last page of this syllabus.

Tentative Course Calendar

**(The instructor reserves the right to change the syllabus at any time.)
Readings & Assignments Due appear in Bold at the top of each entry**

Class 1

Introductions

Syllabus & Course Overview

School Librarianship

Class 2

Readings

- **The AASL Standards for 21st Century Learners**
http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf
- **FSLMM Chapter 1 Getting to Know Your Work Environment**
- **SF21st L Chapter 1 Standards for the 21st Century Learners**

Class 3

Library Evaluation due

Leadership Discussion of Library Evaluation

Class 4

Readings

- **FSLMM Chapters 3-4**

Building Collaborative Relationships

Working with the Principal

Class 5

Readings

- **FSLMM – Chapters 5-6**

Search Strategies and Information Retrieval

Class 6

Collaborative Curation of Resources due

Leadership Discussion of Collaboration Curation of Resources

Class 7

Readings:

- **School Libraries Work!**

The librarian as manager.

The librarian as teacher.

Information literacy skills and knowledge.

Class 8

Special Programs due

Leadership Discussion of Special Programs

Class 9

HAPPY SPRING BREAK!

Readings

- **FSLMM Chapter 10 – 15**

Selection of Material

Processing & Technical Services

Class 10

Readings:

- **Internet Public Library**

Reference Services

Reference Activities due March 29

Class 11

Readings:

Grant Writing due

Leadership Discussion of Grant Writing

Class 12

Readings

- FSLMM Chapters 11-13

School Librarians as Instructional Leaders

Professional Development

Technology Integration

Class 13

Professional Develop in Technology Integration due

Leadership Discussion of Professional Develop in Technology Integration

Class 14

Transliteracy

School Librarian as Technology Leader

Class 15

Makerspace due

Leadership Discussion of the Makerspace due

Wrap up

Evaluation

