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C&I 484.01: Administration and Assessment of the Library-Media Program

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Syllabus for ADMINISTRATION AND ASSESSMENT OF THE LIBRARY-MEDIA PROGRAM

Curriculum and Instruction 484 Spring, 2003

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I. Purposes of Administration and Assessment of the Library-Media Program include:

1. To acquaint students with management techniques applicable to the library media center operation.
2. To help students see the relationships between curriculum goals and the library media program.
3. To explore evaluative criteria for media programs, personnel, and facilities at the local, state, and national levels.
4. To promote professionalism as part of the endorsement and practice experiences.
5. To identify trends and issues in library media center operations.
6. To designate goals, objectives, and functions of the school library media program.
7. To design public relations programs that promote the media center program.
8. To provide opportunities for students to discuss ethical questions and situations that affect the administration and assessment of media center operations.
9. To give experience to students with the budgeting process and with ways of finding resources for library programs.

II. Objectives of this class include students learning to:

1. Develop skills in organization and management of the library media center and program
2. Develop, balance components, and distribute budget allocations for a media center;
3. Investigate alternative funding for library programming;
4. Plan a media program that includes curriculum goals and evaluation criteria;
5. Maintain staff relationships, responsibilities, training and supervision;
6. Design facilities for efficient use of a media center;
7. Develop a public relations plan that moves from the center itself to all aspects of the library community;
8. Evaluate program, personnel, and other aspects of a media center;

9. Become aware of professional organizations and their roles in professional development for the media specialists and in maintaining high levels of achievement in all aspects of library operations;
10. Develop an integrated information literacy curriculum with an awareness of technological influences on both student learning and specialists' roles.

III. Course content

1. Library center definition, purposes, goals, and objectives
2. Building policies and procedures for library center operations
3. Personnel management, job descriptions
4. Roles of the library media specialist
5. Facility requirements in design, location, furnishings, and materials
6. Budget concerns, priorities, and proposals
7. Professional obligations for library media specialists including networking with colleagues and providing professional development for all
8. Resource-based teaching and flexible scheduling
9. Ethical problems related to library media center programs and legal concerns that affect the center operations
10. Public relations and marketing of the program and center
11. Information literacy curriculum for K-12 students
12. Evaluation and assessment of all aspects of the program according to state, regional, and national guidelines

Required assignments:

1. Students are expected to demonstrate careful and thoughtful understandings of assigned readings during class discussions and activities. Participation in the class is a given. Participation will be graded via the computer input.
2. You will need to keep a journal of your visitations in the different grade level groupings of school media centers. We will generate specific questions and topics of concern for each visit, but your journal will both document your field experiences and remind you of things you learned during your visits.

Your journal will also include an annotated bibliography of the readings you are completing for this class (not to include the texts). Other readings you do should be annotated as they are added to your notebook. When you find articles that are pertinent to the topics we are addressing, share with your colleagues via the webliography as well.

3. A budgeting/grant project will be assigned as the semester progresses. This will necessitate your using spreadsheets and databases (a working knowledge of each). These skills are assumed and not taught in this class per se.
4. Projects on curriculum guides, teaching library information skills, integration of information literacy skills into the school curricula, use of

technology, evaluation of the lms and the program, and public relations will be assigned either as group projects or individually.

5. One essay will be due on censorship. Information about the assignment and the rubric for assessing will be posted with the assignment.

IV. Rationale

Information Power: Building Partnerships for Learning, the 1998 guidelines for school library media programs, developed by the School Division of the American Library Association, designates the following areas of responsibilities for library media specialists in managing a library program: budgeting, staffing, organizing and directing the program, promoting and marketing the program, and leadership roles. All these areas of expertise are covered in the course of study for C&I 484. Planning, too, is a significant part of the duties of a library media specialist which includes organizing for planning, defining the program mission, goals, and objectives, collecting needed information for planning, implementing the planning recommendations, and evaluating the library media program. State standards also incorporate these skills in the necessary training of prospective library media specialists.

V. Selected bibliography of recent materials on administration and assessment of the library media program (Most of these and others are available in the Mansfield Library for you to checkout.):

Anderson, C. (2002). *Write grants, get money*. Worthington, OH: Linwood Publishing, Inc.

Baule, S.M. (1999). *Facilities planning for school library media and technology centers*. Worthington, OH: Linwood Publishing, Inc.

Bruwelheide, J. H. (1995). *The copyright primer for librarians and educators*, 2nd ed. Chicago: American Library Association and National Education Association.

Duncan, D & Lockhart, L. (2000). *I-search, you search, we all learn to research: A how-to-do-it manual for teaching elementary school students to solve information problems*. New York: Neal-Schulman Publishers, Inc.

Erikson, R. & Markuson, C. (2001). *Designing a school library media center for the future*. Chicago, IL: American Library Association.

Glandon, S. (2002). *Integrating technology: Effective tools for collaboration*. Worthington, OH: Linworth Publishing, Inc.

Johnson, D. (1997). *The indispensable librarian: Surviving (and thriving) in school media centers in the information age*. Worthington, OH: Linworth Publishing, Inc.

Loertscher, D.V. (2000). *Taxonomies of the school library media program*, 2nd ed. Worthington, OH: Linwood Publishing, Inc.

Thomas, N.P. (1999). *Information literacy and information skills instruction: Applying research to practice in the school library media center*. Englewood, CO: Libraries Unlimited.

Santa Clara (CA) County office of Education, Library Services. (2001). *Where do I start? A school library handbook*. Worthington, OH: Linwood Publishing, Inc.

Simpson, C. (2001). *Copyright for schools: A practical guide*, 3rd ed. Worthington, OH: Linwood Publishing, Inc.

Van Vliet, L. W. Edited by P. K. Montgomery. (1999). *Media skills for middle schools: Strategies for library media specialists and teachers*. Englewood, CO: Libraries Unlimited.

Woolfs, B. (1999). *The school library media manager*, 2nd ed. Englewood, CO: Libraries Unlimited.

Required Texts: (These may be purchased at the University of Montana Bookstore at <http://www.umtbookstore.com>)

American Association of School Librarians and Association for Educational Communications and Technology. (1998). *Information power: Building partnership for learning*. Chicago: ALA.

Hughes-Hassell, S & Wheelock, A. (2001). *The information-powered school*. Chicago: American Library Association.

Stein, B. L. & Brown, R.W. (2002). *Running a school library media center*, 2nd ed. New York: Neal-Schulman, Inc.

Journals and other publications appropriate for use in administration and assessment of the library media program include:
American Libraries, Book Report, Booklinks, Educational Leadership, Choice, Knowledge Quest, Library Trends, Library Journal, School Library Journal, School Library Media Activities Monthly, Teacher-Librarian.

VI. Teaching-Learning Strategies and Instructional Methods:

Include research and discussion of assigned topics, student reports, research papers, individual and group projects, notes, simulated scenarios, presentation by individuals and groups, computer and multimedia applications, resource readings, and field experiences. All students must complete 9 hours of field experiences divided among elementary, middle, and high school library media centers for practical hands-on applications of theory and practice related to administration and assessment of the library media center. Since this class will be delivered via the Internet, students will be using threaded discussions, modules that involve hands-on applications, and other mediated delivery methods. All assignments will be posted online. Many assignments will be shared with other members of the class. Exams will be posted privately.

VII. Materials:

Texts and web sources

Research materials from the Mansfield Library and other sources

Curriculum materials related to library media programs

Field experiences

State and national school media guidelines

Evaluative criteria collected and written by students

Policy samples

Computer word-processing, spreadsheet, and database applications

Multiple media formats on all topics related to library operations

VIII. Evaluation

An on-going assessment of the work and participation of each student throughout the semester will determine end of term evaluation. All students must participate in all class activities. All students must post assignments on time. Points will be earned for each assignment, project, paper, and exam; points for each will be announced with the assignments; percentage of points earned will determine the final grade based on the following scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

IX. Other Pertinent information:

Please note that this class may be taken for graduate or undergraduate credit. Unless you are working in a degree program, i.e., a master's degree or above, you probably don't want to take this for graduate credit. If you think you will start a degree program where you can take in the semester hours for this class, by all means, take it for grad credit. Students taking the class for graduate credit must visit with me concerning a graduate project by February 21, 2003.

I am anticipating an exciting semester while you and I learn about administering and assessing the library media program together. If at any time you wish to discuss your progress in this class, you are welcome to call or to email me. Let's have a wonderful time in the library.

Tentative Schedule

Tentative Schedule Spring 2003

Administration and Assessment of the Library Media Program, C&I 484

This semester's class will follow the topics in order of their presentation in your *The Information-Powered School* (2001) textbook. The following tentative schedule will direct our topics and try to pull together all the different items we have to study about administering and assessing a library media program. *Information Power: Building Partnerships for Learning* will be used in all your classes in this endorsement program. Sometimes you will have already read a chapter in this book of important guiding principles for teacher-librarians, but you will want to read it again in light of the emphasis we are studying in this class. I will probably refer to *Information Power: Building Partnerships for Learning* just as IP, for short. The other texts for this class will be referred to as *IP School* and *Running a School Library Media Center*. I may refer to *Running* just as Stein and Brown, the authors.

The following assignments for your reading in our texts are intended to guide the discussion for the week of the assignment. You should have all the assignment read and responded to by the last date for the assignment. For example, you should read the first chapters in *IP School*, *IP*, and Stein and Brown for the first week ending February 3rd. The assignment will guide your thinking, so there are questions for you to think about and answer on these readings. Sometimes you are directed to access websites or to search for articles or to complete other projects in the assignment portion of the class. The information below is just to show you the order of the topics and the reading assignments all in one place.

Unit 1: *The Information-Powered School* Chapter 1 Jan. 27-Feb 3
Information Power Chapter 1
Stein & Brown Chapter 1, appendix N

Unit 2: Leadership and the Practitioner (*IP School*) Chapter 2 Feb 3-Feb 10
Information Power Chapter 6
Stein & Brown Chapter 7
Field Experience #1

Unit 3: Professional Development (*IP School*) Chapter 3 Feb 10-Feb 17
Information Power Chapter 3
Stein & Brown Chapter 2, appendices I & L

Unit 4: Professional Collaboration (*IP School*) Chapter 4 Feb 17-Feb. 24
Information Power Chapter 4
Stein & Brown Chapter 9

Unit 5: Collection/Curriculum Mapping Chapters 5 and 6 Feb. 24-Mar 11
(*IP School*)
Information Power Chapter 2
Stein & Brown Chapter 6
Field Experience #2

Unit 6: Technology Planning (*IP School*) Chapter 7 Mar 11-Mar 23
(The assignment is due on Sunday because Spring Break begins on Monday.)

Unit 7: Flexible Scheduling (*IP School*) Chapter 8 Mar 23-Apr 7
Information Power Chapters 2 and 5
Stein & Brown Appendix M

Unit 8: Refurbishing (*IP School*) Chapter 9 Apr 7-Apr 21
Information Power Chapters 4 and 5
Stein & Brown Chapter 8
Field Experience #3

Unit 9: Community Engagement (*IP School*) Chapter 10 Apr 21-Apr. 28
Information Power Chapter 7
Stein & Brown Chapter 10

Unit 10: Developing Resources (*IP School*) Chapter 11 Apr.28-May 5
Information Power (review) Chapters 1 and 6

Unit 11: May 5-May 12

Final Examination Posted May 12 and due May 16 by 8:00 a.m.