Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7203
Administering School Media Centers
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

American Association of School Librarians (AASL) Standards (2010)

ITED 7203 Administering School Media Centers is an area of specialization course taken by students who seek a degree in Instructional Technology—Library Media Concentration, and by students in partial fulfillment of individualized certification plans for recommendation to the Georgia Professional Standards Commission for Media Specialist certification. This syllabus contains the 2010 AASL Standards, upon which the M.Ed. Instructional Technology – Library Media Concentration is based with cross references to the CAEP standards.

Standard 1: Teaching for Learning
Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

    1.1 Knowledge of learners and learning
    Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning; assess learner needs and design instruction that reflects educational best practice; support the learning of all students and other members of the learning community, including those with

diverse learning styles, physical and intellectual abilities and needs; base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

1.2 Effective and knowledgeable teacher
Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning; make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators; can document and communicate the impact of collaborative instruction on student achievement.

1.3 Instructional partner
Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators; acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

1.4 Integration of twenty-first century skills and learning standards
Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community; demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL *Standards for the 21st-Century Learner* and state student curriculum standards; employ strategies to integrate multiple literacies with content curriculum; integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.

Standard 2: Literacy and Reading
Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

2.1 Literature
Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion
Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

2.3 Respect for diversity
Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

2.4 Literacy strategies
Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

Standard 3: Information and Knowledge

Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

3.1 Efficient and ethical information-seeking behavior
Candidates identify and provide support for diverse student information needs; model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for

specific purposes; collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

3.2 Access to information
Candidates support flexible, open access for library services; demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services; facilitate access to information in print, non-print, and digital formats; model and communicate the legal and ethical codes of the profession.

3.3 Information technology
Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources; model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

3.4 Research and knowledge creation
Candidates use evidence-based, action research to collect data; interpret and use data to create and share new knowledge to improve practice in school libraries.

Standard 4: Advocacy and Leadership

Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

4.1 Networking with the library community
Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information; participate and collaborate as members of a social and intellectual network of learners.

4.2 Professional development
Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources; plan for ongoing professional growth.

4.3 Leadership
Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.

4.4 Advocacy
Candidates identify stakeholders within and outside the school community who impact the school library program; develop a plan to advocate for school library and information programs, resources, and services.

Standard 5: Program Management and Administration
Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

5.1 Collections
Candidates evaluate, manage and organize school library print, non-print and digital collections to support the school's mission of teaching and learning

5.2 Professional Ethics
Candidates base professional and program decisions on current standards and the ethical codes and principles of education and information professions

5.3 Personnel, Funding, and Facilities
Candidates develop, manage and organize library collections, policies and procedures to ensure open access to school library resources and services
5.4 Strategic Planning and Assessment
Candidates   use data and information to evaluate and communicate how the school library program meets the needs of diverse P-12 student communities

American Library Association [ALA] & American Association of School Librarians [AASL]. (2010). *ALA/AASL Standards for initial preparation of school librarians.* Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/ content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_ statements_1-31-11.pdf

COURSE DESCRIPTION

Study of school library media professionalism and the organization, functions, facilities, and management of P-12 school media centers. This course includes planning, coordinating, supervising, budgeting, and evaluating media center personnel, services, and programs.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Morris, B. J. (2010). *Administering the school library media center.* (5th ed.). Santa Barbara, CA: Libraries Unlimited. (ISBN: 978-1-59158-689-0)

Online readings from American Association of School Librarians, http://www.ala.org/aasl
Additional instructor identified readings and resources provided in course learning module
Student identified readings and resources

Required Technology: This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

COURSE OBJECTIVES

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Demonstrate clear competence in oral, graphic, and written communications and comprehension. (AASL 2010 Standards 3, 5; Elements 3.1, 3.2, 3.3, 3.4, 5.4; Themes: [Case Studies, Reflective Response to Readings (RRR-Module 3] O-FL 1.1, 0-EDL 2.1, O-CPL 2.1)

2. Demonstrate competence in organizing, documenting, and reflecting upon assigned and self-generated activities. (AASL 2010 Standards 3, 5; Elements 3.1, 3.2, 3.3, 3.4, 5.2; Themes: [Case Studies, RRR-Module 3] O-FL 1.1, 0-EDL 2.1, O-CPL 2.1)

3. Recognize and adhere to legal and ethical guidelines governing information use including standards and intellectual property. (AASL 2010 Standards 3, 5; Elements 3.1, 5.2 Themes: [Case Studies, RRR-Module 3] O-FL 1.1, 0-EDL 2.1, O-CPL 2.1)

4. Analyze diverse user information needs and the role of the media specialist plays in meeting the needs of user from different backgrounds (AASL 2010 Standards 1, 2; Elements 1.1, 2.1, 2.3 Themes: [Case Studies, RRR-Module 1 & 2] O-FL 1.1, 0-DL 2.2, O-CPL 2.1)

5. Identify & use resources that aid in professional growth and development of media personnel. (AASL 2010 Standards 3, 4; Elements 3.4, 4.2; Themes: [Case Studies, RRR-Module 4] O-FL 1.1, O-CPL 2.1)
6. Compare local, state, national policies, guidelines and standards pertaining to school media programs. (AASL 2010 Standard 5; Elements 5.3, 5.4; Themes: [RRR-Module 3 & 4] O-CPL 2.1)
7. Define and analyze processes for planning, implementing, and evaluating school media programs. (AASL 2010 Standards 3, 4; Elements 3.4, 4.3; Themes: [Case Studies, RRR-Module 3] O-FL 1.1, 0-EDL 2.1, O-CPL 2.1)
8. Describe organizational techniques and procedures for appropriating, circulating, and maintaining instructional resources. (AASL 2010 Standards 3, 5; Elements 3.2, 5.1, 5.3, 5.4; Themes: [Case Studies, Interview with media specialist (Module 4), RRR-Module 5] O-FL 1.1, O-CPL 2.1)
9. Delineate roles and responsibilities of media personnel. (AASL 2010 Standards 4, 5; Elements 4.1, 4.3, 5.3; Themes: [RRR-Module 4 & 5] O-CPL 2.1)
10. Apply supervision and leadership principles to the media center context. (AASL 2010 Standards 3, 4; Elements 3.4, 4.2, 4.3, 4.4; Themes: [Case Studies, RRR-Module 4] O-FL 1.1, O-CPL 2.1, O-EDL 2.1)
11. Facilitate and promote access to information resources, library services and programs. (AASL 2010 Standards 3, 5; Elements 3.1, 3.2, 3.3, 5.1, 5.3; Themes: [RRR-Module 3 & 5] O-CPL 2.1)
12. Develop goals, functions, and activities for a specified media center program. (AASL 2010 Standard 5; Elements 5.1, 5.3, 5.4; Themes: [Case Studies, RRR-Module 4] O-FL 1.1, O-CPL 2.1, O-EDL 2.1)
13. Evaluate case study based on participation in discussions, interviews with media specialists, actual experiences in educational settings, professional readings, to determine best response to a specific library issue and address the solution as it relates to the AASL standards and practical application in a given school setting. (AASL 4.3, 4.4; 5.1, 5.2,5.3, 5.4; Themes: [RRR-Module 4 & 5] O-FL 1.1, O-CPL 2.1, O-EDL 2.1)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below. These activities include: Reflective writing (Course objectives 1-12); Technical writing (Course objectives 4-10); Reading and discussion (Course objectives 1-12); Technology use and facilitation (Course objectives 3, 5, 7, 11).

COURSE EVALUATION

Three Independent Modules with Reflective Journal Responses (30%)
In the three independent modules, students will demonstrate professional ethics and dispositions, content knowledge based on readings, interviews, and practical experience. Students will demonstrate understanding and practical application of the 2010 AASL Standards through individual journal responses for modules 1, 3, & 5. Students will complete various activities and readings as a part of the independent module assignments. Evaluation of these module assignments will be based on professional written expression, quality journal entries, adherence to ethical use of information and resources, and timely completion of module assignments.

Two Group-based Modules: Response to Scenario (30%)

In the two group-based modules students will be assigned to a group in order to demonstrate professional skills in collaborative planning, problem solving, and professional dispositions. Module

assignments will include professional readings, information about current AASL standards, and issues regarding school libraries and librarians. Students will be provided a scenario to demonstrate problem solving, understanding and application of relevant standards, and performance as a member of a collaborative team. Students will be expected to address the issues and provide solutions/ recommendations based on professional literature (course based or independently located resources). Each group will collaborate on the Group based modules using Google Docs or Blazeview to develop the response to scenario activities. The instructor will be included as a member of each group. The group's final document for each scenario will be posted in the designated area in Blazeview. A template for the scenario-based activity will be provided. Each team member will also be responsible for evaluating his/her performance as a team member as well as the performance of other team members. Evaluation of the group-based modules will be based on participation and contribution as a collaborative partner, written expression, demonstration of professional dispositions and adherence to ethical and legal use of information, use of professional literature, completion of team performance evaluation, and timely completion of the assignments.

Final Group-based Module: Case Study Analysis (40 %) *O-ED$_{3a}$. This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

The Case Study Analysis will provide an opportunity to apply concepts and knowledge learned from the readings, instructional modules, and discussion with peers. Throughout the semester, students will be engaged in learning about library media issues and possible solutions. The case study will be used as an evaluation of the students' understanding of the roles of the school media specialist in the school and skill in working as part of a collaborative group. Working in collaborative groups is an integral part of the media specialist's professional responsibilities and provides opportunities to serve as a leader within the school setting. Students will work in small collaborative groups to research the case study and will use both course provided and outside resources to discuss the issues and provide support for the solution or recommendation.

The use of case studies allows the student to critically evaluate a situation and apply supervision and leadership principles in the solution of a problem. In the Case Study Analysis assignment group members will discuss and identify the problem, address the leadership role of the media specialist, identify and address appropriate standards related to the case study scenario, and provide a reflection of the scenario and how it might be resolved in a real world setting. The students will also provide a reference list for the case study analysis.

Each group will choose one case study from the options provided by the instructor. The group will use the group's Google Doc to demonstrate work being completed on the Case Study Analysis as was done with the Response to Scenario modules. A template will be provided for the final document. The sections of the template (also located in LiveText) should be used to focus/ organize the work of the group. The final document for the Case Study Analysis will be placed in each student's LiveText account using the specified template. The final document should be inserted into the LiveText template in LiveText, **not as an attachment**. (An attachment may be included but is not to substitute for the use of the LiveText template).

Evaluation of the case study module will be based on participation and contribution to the final document, written expression, demonstration of professional dispositions and adherence to ethical and legal use of information, use of professional literature, completion of team performance evaluation, and timely completion of the assignments. A portion of the grade for the Case Study Analysis will be based on individual student's participation and contribution to the overall case study.

Grading Scale

Quality is expected in all products and performances. Given the course evaluation percentages described above, final grades will be assigned as follows:

90-100 = A   80-89 = B   70-79 = C   60-69 = D   Below 60 = F

Assignments are due at the time and date designated on the Course Schedule unless otherwise announced by the instructor, or changed through prior arrangements made between instructor and student. A lateness penalty, consisting of 10% of the available assignment points for each 24-hour period the assignment is late, may be imposed by the instructor on all assignments for which no prior permission for late submission was obtained. Any assignment five or more days late will not be accepted and a "0" will be assigned as the grade.

ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.