PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE
LIS 626
TEACHING METHODOLOGIES FOR LIBRARIANS
Spring 2018, Brentwood, Online/Blended

Instructor: Dr.Bea Baaden  Work: 299-3818 (Bea's Office);  631 514-5230 (cell)**
Email: bea.baaden@liu.edu
Office hours/ appointments: Please email for appointment: before or after class or for a phone conference

Face to face class meeting dates: 1/25, 3/8 (weather permitting), 4/12; 4/19 OR 4/26 [5/3 if necessary]
Time: 6:20 – 8:10 pm (room to be announced)

**Course Description**: This course will present teaching strategies important for librarians (school, K – 12, and academic instructional settings) in the library "classroom." Course readings, activities, and assignments will help prepare school library candidates for the edTPA and Content Specialty Test for NYSED certification as a Library Media Specialist, as well as present general teaching methods for any library classroom.

**Palmer School Student Learning Objectives**
3B:  Students will design and deliver information programs to meet the needs of specific users (Methods of assessment: *Final lesson plan with assessment rubric, Lesson Plan Narrative, Planning for Instruction Analysis, classroom management case study*)

**For School Library Candidates: New York State Teacher Certification Exam Objectives (Library Media Specialist): CST and edTPA**
(Competency 6: Individual and Collaborative Learning and Inquiry; Competency 9: Analysis, Synthesis, and Application)
Students will demonstrate knowledge of methods to:
- Formulate focused questions to determine an information search and information needs to answer a particular question
- Conduct information searches, assess progress of a search and make adjustments to search strategies
- Locate, gather and select relevant information
- Evaluate information, such as bias, accuracy and relevancy
- Analyze, synthesize and organize information from searches
- Effectively communicate information and ideas in various formats'
- Help students develop reflective inquiry skills
*(Lesson plan activities, Lesson Narrative; Questioning Exercise)*

**Additional CST and Course Objectives**:  LIS 626 students will:
- Select and describe an effective instructional strategy for teaching an identified information, technology, or literacy skill to support students in the inquiry process
 (*case study 1, lesson plan*)

1

- Use a direct instruction model as a basis for teaching information, technology, or literacy skills *(final Lesson Plan presentation)*
- Select and describe an effective strategy for differentiating instruction of a targeted information, technology, or literacy skill for one or more students in a class with specific learning needs *(differentiated strategies assignment; Optional jigsaw/RAFT exercise, Final Exam Narrative)*
- Demonstrate the ability to discuss with sound reasoning and proper pedagogical terms the effectiveness of instructional strategies and assessments chosen for assignments *(Assessment Assignment, Final Exam Narrative)*

**Textbooks Required**:
Moore, Kenneth. Effective Instructional Strategies: From Theory to Practice. Sage, 2012.

Greenstein, Laura. Assessing 21st Century Skills: A guide to evaluating mastery and authentic learning. Corwin Press, 2012.

Marzano, Robert J., Pickering, Debra J, Pollock, Jan E. Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development. 2001 (any edition will be fine).
**Try not to buy this**. There should be plenty of copies available through public library systems or look at the resources available through the LIU Libraries, which has a copy of the 2012 edition in print and as an ebook.

School Library Candidates:
AASL. National School Library Standards for Learners, School Librarians, and School Libraries. Neal-Schuman/ALA, 2018.

Other readings are assigned in Blackboard modules and for sessions in this syllabus.

**State Education Requirements:** 150 hours
30 hours: Class meetings
60 hours: Required reading
60 hours: Written/ oral assignments


**Planning Your Time:** New York State specifies that a 3 – credit graduate course should require a minimum of 150 hours. This is a rigorous, professional, graduate course. For planning purposes, each week students should expect to be engaged in activities relating to the course requirements, including reading, preparing assignments, researching current issues in the school library field, engaging with classmates and content in Blackboard, and communicating your learning for approximately **10.5 hours or more each week**. The required observation hours may be accomplished in an elementary school, a middle school and/or a high school according to a schedule personally developed with the cooperating school librarians. For long range assignments, students should divide their time weekly so they are not overwhelmed at the due dates.

Assignments will be explained in great detail during face to face classes and in Blackboard. Your attendance at each face to face session is very important (unless you have contacted me as an online student only). Missing class may adversely affect your grade, unless you contact me or have declared yourself as a fully online student. Please contact me in the event of absence and get notes/ information from a "buddy." Online students will hold phone conferences with Dr. Baaden in place of the face to face meetings.

# Scenarios:

**We will be using a "scenario" as the framework for the assignments for this course. If you are a school library student, use the School Library Scenario below. If you are a public library or academic library instructional librarian candidate, choose one of the scenarios in Appendix 1 at the end of this syllabus (depending on your career objective).**

**"Real World" Scenario for School Library Students**:
You are a school librarian in a middle school. The 7th grade General Science teacher has come to you with an assignment. Before the students begin their "research", she would like to meet with you and schedule 2 days in the library. She specifically has asked for you to work with the students on learning how **to use the information they generate and find ethically and responsibly.** You have previously worked with this teacher, Ms. Guinan, when developing the inquiry unit the students are embarking on. Here is the students' assignment:

> *You are an employee of your local Environmental Protection Agency (EPA) and have been asked to develop a plan because of the community's complaints about the various kinds of pollution that have recently been found. Your task is to find out who and /or what is being affected; what specific kinds of pollution are troubling the residents; why it exists; and then develop a plan to remedy the situation. You will need to travel to the specific parts of the community where it has been reported that this pollution exists, interview the residents, conduct experiments to ascertain the level of the pollution, take pictures of what you find and show how it is affecting people living there. You will be reporting your findings to the members of the community and the Director of the Long Island EPA, with your plan for alleviating or at least lessening the effect of the pollution on the community's residents. Since your "research" will be presented at a community meeting, you will need to also have a multimedia presentation for your findings.*

The science teacher would like you, the school librarian, to determine what's important for the students to know and do in relation to **finding and using information ethically and responsibly** in the context of the assignment. This is your opportunity to **teach 2 consecutive lessons** where students can develop their ability to become **critical thinkers, skillful researchers or ethical users of information** (your central focus/ goal).

3

You would like students to be able to understand and use **one or more** of the following **important skills** during each of the **2 lessons about responsible and ethical use of information**:

- Describe
- Explain
- Identify
- Interpret
- Inquire
- Analyze
- Evaluate
- Defend
- Justify
- Synthesize

*Although you do not have to do the student's assignment, you do need to understand what they need to know and understand about the content (either the science or social studies) in order to use that as the context of the lessons you develop-.*

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**Assignment Due Dates:**
2/1     **Introduction Blog  (Blogs)   5 pts**
2/8     **"My Class" Chart (Journals) 5 pts**
         **'My Class" Blog Entry  5 pts**
2/15    **Case Study #1: Using Marzano's Straategies (Blogs) 5 pts**
2/22    **Case study #2: Using Academic Language (Blogs)  5 pts**
3/1     **Instructional Objective (IO Blog)    5 pts**
3/8     **Segmented lesson plan (Blogs)  5 pts**
3/22    **Madeline Hunter lesson plan  (Assignments) 10 pts**
3/29    **Assessment assignment (Blogs)  5 pts**
4/5     **Differentiating instruction assignment (Assignments)  10 pts**
4/12    **Questioning exercise  (Blogs)  5 pts**
4/19    **Your classroom management plan (Journal)  5 pts**
         **Classroom management case study #3 essay  (Assignments)  5 pts**
         **(optional Jigsaw or RAFT)**
**4/19, 4/26 and 5/3 (if necessary) Demonstration lessons and lesson plan 20 pts**
**4/26 or 5/3      Final Exam Narrative (Assignments) 10 pts**
**5/3              PMI (Journals)**

# Course Topics/ Assignments:

### Theme 1: Teacher as Decision Maker: Planning for Successful Learning

**Session 1**    **Planning for Successful Learning 1:**
**1/25**        **Research on Effective Instructional Strategies**
 **F**

          Key research and theoretical models:
          Research that led to a definition of 21st century skills
          Defining 21st century skills

Readings:
Greenstein (text). Read Chapters 1 (Introduction), 2 (A Synthesis of 21at Century Skills) and 3 (Assessment Fundamentals)

Marzano, Pickering, Pollock. Classroom Instruction That Works. Chapters 2 – 10. Focus on the specific classroom practice strategies that research has proved "work" for increasing student achievement; it's not necessary to know the statistics cited in the chapters.

"Common Beliefs." Standards.aasl.org/beliefs

**Assignment: read your syllabus, including the appendices.**

**1. Introduction Blog Entry:**
   a) **introduce yourself** by noting any teaching experience you have had, career goal, and ask any questions you have about the content or assignments for this course; include at least one interesting "fact" about yourself
   b) **after completing the readings for this week, answer this question:** If you were to select 3 of the most relevant skills for you and your students from the various models of 21st century skills AND research-proven instructional strategies, what would they be…and why. (3 all together, not 3 of each!)
      **Due: 2/1 in Introduction Blog.**

**Session 2**    **Planning for Successful Learning 2:**
 **2/1**       **The Effective Teacher**
 **O**

          What is an effective teacher?  How is effectiveness measured?
         • Qualities of effective teachers (areas of teacher competence necessary to bring about successful learning)
         • Teacher as reflective practitioner
         • Measuring teacher effectiveness in NYS

For practicing teachers (*APPR and Danielsen framework)*
For pre-service teachers/ school librarians (*edTPA PowerPoint)*
For instructional librarians (*see Danielsen framework)*
- Teaching diverse learners

**Readings:** Moore: Chapter1 (Getting Ready for the Classroom) and 2 (Teaching Diverse Students)

AASL Standards text: Chapters 1 (Meet Your New Standards); 2 (Introduction to the Learner Standards); 3 (Introduction to the School Librarian Standards); 4 (Introduction to the School Library Standards); Appendix C3 (Instructional Role of the School Librarian)

If you are a public library candidate, use the AASL Learner Standards.
If you are an academic library candidate, use the websites noted in the Appendix 1 scenario for the Higher Education Information Literacy Standards.

**Assignment:**
1. Create your class: create a fictional class of 20 students. Students should be middle school $6^{th}$, $7^{th}$, or $8^{th}$ graders (12 – 14 years old for school and public library candidates) or Freshmen (for academic library candidates). In this class include: 4 students with special needs (see Appendix 2: Special Education categories); 4 students with LEP (Limited English Proficiency); 2 students who are Gifted/Talented; 10 other students with names and their "assets" (background information about student interests, cultural background, and/or about the community in which they live). This will be your class for 626 assignments. Make a chart. Include student's first name ($1^{st}$ column), learning need ($2^{nd}$ column), leave the $3^{rd}$ column blank for supports, accommodations or modifications, and student background in the $4^{th}$ column. These will be modified during the course for final assignments. A final version of this will be included in the Lesson Narrative to be submitted with your Final Lesson Plan.
   Place your chart in "Your Name Class Chart" (you will find this in Journals in Blackboard with your first name). Then in a short narrative blog entry (about 5 sentences), introduce your class to us: grade level, type of community, general student interests, special needs of your students. Journal and blog entry: **due 2/8.**

**Session 3- 4    Planning for Successful Learning 3 - 4: The Content and Language of Library Instruction**
**2/8 and 2/15**
O                       What do librarians teach?
                        Content and processes of Information Literacy and Inquiry:
                         Problem-solving; Research Process; Reading Comprehension:
                             *Standards for the 21$^{st}$ Century Learner in Action (AASL):*
                             *Benchmarks of skills, dispositions and self – assessment*
                             *strategies*

*Common Core State Standards ELA and Social Studies*
*Information Fluency Continuum* (Library Literacies Curriculum)

*Higher Education Information Literacy Skills*
*Information Literacy Skills*

Technology, P21 Skills, Digital Citizenship + Internet Safety
*NETS – Students*

**Library Literacies (Appendix 4)**

"Central Focus" for Library Literacies teaching: enabling students
  to become:
- Skillful researchers
- Critical thinkers
- Ethical users of information
- Enthusiastic readers

**Readings:** see end of Appendix 1 for "Important Websites." Browse through and read
these websites.

AASL. Part II: Standards Integrated Frameworks, pages 67 - 118

Moore. Chapter 4 (Using Classroom Technology; Chapter 13 (Teaching Effective
Thinking Strategies)

"Marzano's (Nine) High-Yield Instructional Strategies." Robert Marzano. Marzanos-9-
High-Yield-Instructional-Strategies.pdf  (This can also be found at:
https://www.inflexion.org/marzanos-nine-high-yield-instructional-strategies/ )

**Long range assignment**:  **Case Study #1: Using Marzano's Strategies (use Scenario
choices at the beginning or appendix of the syllabus, depending on your career goal**)

**Your challenge for this assignment** for LIS 626 is to determine which instructional strategies
would be most appropriate for the 2 lessons that you will teach the students in the library.  You
have the following goals to accomplish (helping students to become critical thinkers, skillful
researchers or ethical users of information).

 You will use the **Marzano text**  (or website information) to help you choose 2 instructional
strategies to use for your 2 lessons. Then in a brief written analysis, discuss **why** you chose each
of the 2 strategies (refer both to your goals and important skills, as well as the context of the
assignment). Make sure you address why those strategies would be the most beneficial for
students to work on their task.

Here is how your **thought process** should work:

1. What will be my <u>central focus/goal</u>?
   - do I want students to engage in critical thinking (definition: ability to analyze complex situations critically; see pages 390 – 395 in the Moore text for a more in – depth explanation of critical thinking skills)   OR
   - do I want students to learn to be skillful researchers (go to the Empire State Information Fluency Continuum for a look at information literacy/ inquiry skills that encompass important skills students need to learn to be good researchers: schools.nyc.gov/Academics/LibraryServices/ default.htm; use Standard 1. This is a very large file. Browse through it to give you ideas)
   -  AND/OR do I want to emphasize to students how to become ethical users of information (search Google sites that talk about plagiarism or how to recognize a reliable web site to give you ideas).

2.  Once you make this decision, decide which of the **important skills** <u>you want to "teach"</u> during the 2 lessons (see list on p. 4 of this syllabus).  You should choose 2 skills, perhaps one for each class in the library. You will need to look at the students' assignment carefully as you make this decision and note your choice of skills in the context of the students' assignment.

3. Deciding these 2 skills will provide you with the <u>purpose and titles of the 2 lessons</u> you will teach. Give each potential lesson a title. Example:

    Day 1: **Interpreting** the Assignment: Wondering What Questions I Have (note the use of the skill word in the title, as well as the Inquiry/ Information Literacy idea in the subtitle)

    Day 2:  **Evaluating** Information in Sources: Investigating Pictures from Primary Sources (note the use of the skills word in the title, as well as the Inquiry idea in the subtitle, as well as the context of the students' assignment)

And a third idea:
   Day 3:  **Analyzing** Information: Determining Main Ideas

4.  Now you know what your central focus /goal is and the skills you wish to teach over the 2 days in the library. The last thing you need to do is to <u>determine which of **Marzano's instructional strategies "that work"**</u> you will use for EACH of the lessons. Use the following chapters: 2 (Identifying Similarities and Differences), 3 (Summarizing and Note Taking), 6 (Nonlinguistic Representations), 7 (Cooperative Learning), 8 (Setting Objectives and Providing Feedback), 9 (Generating and Testing Hypotheses), and 10 (Cues, Questions, and Advance Organizers).  You are specifically using the part of the chapter called **"Classroom Practice"** to find the specific strategy. For example:
   Day 1: Interpreting the Assignment: Wondering What Questions I Have: instructional strategy = "Generating Mental Pictures" in Nonlinguistic Representation

5.  Create a chart with your central focus/ goal according to day (Day 1 and Day 2); use the name of the skill in the title of the lesson and the inquiry/ information fluency skill in the subtitle (also addressing the context of the students' assignment); and the specific "classroom practice" instructional strategy that you choose from Marzano. Also, address

**in 1 - 3 sentences why** you chose that particular instructional strategy.  You will need **2 entries**: Day 1 and Day 2. Here is a sample entry:

**Model entry:**

Day 2:  **Interpreting** Information in Sources: Investigating Pictures from Primary Sources: instructional strategy = using "questions that elicit inferences" in Chapter 10 (Cues, Questions, and Advance Organizers).  I chose this instructional strategy because students need to be able to be able to "read" a picture or visual in order to choose the most appropriate visual for the museum exhibit. The questions help students infer meaning from looking at the things or people in the picture or visual, what actions are being performed, and when. The answers to these questions will also lead students to write a clear narrative for the caption for the visual for their exhibits.

Note that the information for the instructional strategy comes directly from the instructional strategies in <u>Classroom Instruction That Works</u>; you are just applying what you feel is most appropriate in the context of the assignment.

*There is no right or wrong activity in this assignment.  But you do need to think through a lot of information and make reasonable choices for your central focus/ goal and the skill you wish to teach.*

Case study #1 is due 2/15 in Blogs.

## Planning for Instruction (Analysis):
## Case study #2: Using Academic Language (use the same scenario as the case study #1):
**Directions:**
1.  Determine a "learning segment" (which part of the scenario you wish to use for your demonstration lesson at the end of the semester; main idea is using information ethically and responsibly or what your chosen scenario specifically asks. BUT each scenario has multiple parts, so choose a segment that appeals to you)

2.  Choose a central focus for the learning task: preparing students to become **skillful researchers, or critical thinkers, or ethical users of information (choose 1).**

3. **Then** choose 1 of the following **"language demands"** that students will learn about and do during the learning task. **See Appendix 4 for definitions of "language demands."**
   - Analyze
   - Defend
   - Describe
   - Evaluate
   - Explain

- Identify
- Interpret
- Inquire
- Justify
- Synthesize

4. List 3 - 5 "language functions" inherent in that learning task (active verbs and phrases that define that task). [For example, if the language demand is to "research," then the language function might include one of the following: articulating information needs, explaining ideas and information found in sources, drawing conclusions, interpreting text/images via media or text, or displaying new knowledge. For each language function, you need to be able to describe the steps that would lead someone to do that skill. For example, the "steps" that lead someone to **articulate information needs** includes:

   - Determining what will make a viable topic for the assignment given (any specifications given)
   - Determining what will be of interest for the assignment (how does one choose a good topic?)
   - Determining who the audience will be
   - Determining what is already known about the topic
   - Asking questions about what I want or need to know
   - Determining the sources needed to find answers to the questions

5. Describe common misperceptions or misunderstandings that you think students might have about the language demand and/or language function.

**Due: 2/22 in Blogs.**

**Session 5:**      **Planning for Successful Learning 4: Goals and Objectives**
**2/22**    **O**

         Important Theorists and their relevance in classrooms today
         (**will need this for the Lesson Narrative) (see Appendix 3)

         Important educational laws

         Educational Goals (p. 161 + Moore)
         Instructional Objectives (Cognitive, Affective, Psychomotor)

         Creating a strong Instructional Objective

**Reading**: Important Website:
For help in writing Instructional Objectives:
www.personal.psu.edu/bxb11/Objectives (refer to pages 1 – 7 and page 9)

10

**Assignment:** Write ONE instructional objective for the learning task you have determined for Case Study 1.  Narrow down the **language demand and language function** to something you can achieve in 1 class period (30 minutes). The instructional objective should have the following criteria:

- Student oriented  ["The student will be able to…"]
- Understandable and descriptive of the learning activity action or behavior
- Clearly stated action verb
- Specific (only one possible meaning)
- Observable (can see students doing the action)
- Measureable

**Review pages 170 – 173 in Moore prior to doing the assignment.**

For help in writing Instructional Objectives, I highly recommend that you go to the website: www.personal.psu.edu/bxb11/Objectives/ (refer to pgs. 1 – 7 and 9) (or google the following: Instructional Goals and Objectives and this site should come up early in the search results). Also view the Powerpoint link at the site.

Place the Instructional Objective in the IO Discussion.
**Instructional Objective due in the IO Blog. All students should participate and help revise IOs of at least 1 classmate based on the above criteria. Due: 3/1 in Blogs.**

**Session 6:**                 **Planning and Organizing Instruction: Developing Lesson Plans**
**3/1   O**

                Basic components of a lesson plan:
                Planned beginning
                Motivating learners
                Motivational activities:  Anticipatory set strategies
                Sequencing instruction
                "Planned" classroom discussions and activities
                "Planned endings": closure

**Readings:**
Moore. Chapters 3 (Engaging and Motivating Learning); 6 (Planning and Organizing Instruction); 7 (Developing Unit and Daily Lesson Plans)

Bea's Notes: Lesson Plans (in Blackboard)

**Assignment:** 1. Create a "planned beginning" (anticipatory set), planned sequence and "planned ending (closure)" for an inquiry lesson (that is one in which you are teaching students to be "skillful researchers" or "critical thinkers" or "ethical users of information"). Use ONE of IOs (Instructional Objectives) previously developed for class. Put the segmented lesson plan into the Segmented Lesson Plan blog. **Due 3/8 in Blogs.**

**Session 7      Direct Instruction Model: Madeline Hunter Model**
 **3/8   F**

**Reading:**  Bea's Notes: Madeline Hunter Direct Instruction Model
Moore. Chapter 10 (Using Direct Teaching Methods)

**Assignment:** Put segmented lesson plan into Madeline Hunter format. Due: **3/22
in Blogs. For each component of the MH Lesson Plan, include the beginning of your
"script" – exactly what you intend to say to your students/ or what you expect them
to do.** See pages 200 – 201 in Moore for appropriate MH categories.

**Session 8 and 9      Assessment strategies**
**3/15 and 3/22**
**O**                   Formative and Summative Assessment strategies
                        Essays, rubrics, grades

**Reading**:  Moore: Chapter 8 (Evaluating and Measuring Learning)
**Read Greenstein text:** Chapters 4 (Assessment Strategies), 5 (Assessing Thinking
Skills), 6 (Assessing Actions), 7 (Assessing Skills for Living in the World), 8
(Multipurpose Assessments)

AASL. Part III: Assessment and Evaluation. Pages 123 – 181.

"Feedback That Fuels Learning." Esther Ntuli. ASCD Express, Jan. 11, 2018, vol 13,
issue 9: www.ascd.org/ascd-express/vol.13/1309-ntuli.aspx

Joette Stefl Mabry. "Documenting Evidence of Practice: The Power of Formative
Assessment." Knowledge Quest. Volume 46, No. 3; January/February 2018. Pages50 –
57. (PDF in Blackboard)

**Assignment: Assessment Assignment: Due 3/29 in Assessment Blog**
1.  Determine which assessment strategy you will use to evaluate your students'
    developing knowledge and skills as it relates to your central focus and language
    demand. Choose one of Greenstein's strategies.
2.  Define the evaluation criteria for the assessment strategy
3.  Create a model "work sample" for your students.

**Theme 2:            Responsive Teaching**

**Session 10            Differentiating Instruction**
**3/29  O**             Strategies for academic diversity
                        INCLUDE
                        Culturally responsive instruction

**Advanced Teaching/Learning Strategies to differentiate instruction:**

Cooperative Learning/ Jigsaw
Differentiated Instruction/ RAFT

**Reading**: Moore. Chapter 11 (Authentic Teaching Methods) and 12 (Integrated Teaching Methods)
Read INCLUDE handout

**Assignments**
1. Using the handout given or sent to you (Differentiating Instruction for Academic Diversity), differentiate the lesson plan you created for 1. student readiness, 2. learner interest, and 3. learning profile (3 different strategies).  You may differentiate content, process, or product.  Also note the nature of the students you are differentiating for.  **Due 4/5 in Assignments.**

2. Complete the Supports, Modifications part of "Your Class Chart." Hand in with your demonstration lesson at the end of the semester.

**For extra credit (optional assignment):**
Create a jigsaw activity.
Good website with video: www.readingrockets.org/strategies/jigsaw

*OR*

2. Create a RAFT activity.  Review the following websites for information about RAFT activities:
www.readingrockets.org/strategies/raft

http://wvde.state.wv.us/strategybank/RAFT.html (for examples)
Due: 4/19 in Jigsaw/ RAFT Blog.

**Session 11**             **Questioning Strategies**
**4/5  O**         Using Bloom's Taxonomy to develop questions
                Level and types of questions

**Reading:** Moore. Chapter 10 (p. 303 – 314)

**Assignment:  Questioning exercise. Due: 4/12 in Questioning Blog**.

**Session 12**             **Classroom Management**
**4/12   F**         Classroom management models
                Classroom management procedures & discipline
                Classroom management scenario

13

**Reading:**
Moore: Chapter 5 (Managing the Classroom Environment)
Bea's Handout on Classroom Management Approaches

Videos in Blackboard (You will need about 2 hours to watch all the videos).


**Assignments**:
1. Personalize elements of the variety of classroom management models based on Bea's lecture and the readings by describing a **classroom management plan** that will work for YOU in your "library classroom."  List at least 10 elements.  Include why you chose that particular element. **Due: 4/19.**


 **2: Case Study #3: classroom management take-home essay: Classroom Management Essay due 4/19 in Assignments. Use the academic vocabulary to describe your strategies**

**Also,** start to finalize the draft of the Madeline Hunter lesson plan for your lesson presentation.
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### Synthesis: Using What We've Learned

**Sessions 13, 14, 15     Preparing for demonstration lessons**


**Sessions 13, 14, and 15**
**4/19 F; 4/26  F; and 5/3 (if necessary)  F**
### Lesson Plan Presentations
Using strategies discussed this semester, develop an information literacy/inquiry lesson using the Madeline Hunter Model of direct instruction (continue using the scenario in Appendix 1).  Present your lesson to the class for peer review.  A checklist and rubric will be used to evaluate the lesson. You will be receiving 2 grades for this presentation: one for the lesson plan format (10 points) and one for the lesson plan presentation (10 points).

 10 - 15 minute presentation.

Include your "class chart" of students with your lesson plan.

Attach a complete assessment strategy you would use for the lesson.


**Final "Exam" Lesson Plan Narrative**: **(a 4 paragraph essay)** This assignment is your REFLECTION on how class activities and readings informed the demonstration lesson you taught. Prompts for this narrative are from the edTPA Planning Commentary that

school librarians will use for the edTPA certification test; "CST" designates preparation for the CST Constructed Response Essay. Use principles/ theories to support points in the narrative where indicated (see Appendix 3). Include the following in your narrative:

1. **Central Focus**
   a) Describe the central focus and the purpose for the content that you taught in the learning segment (align with important Library Literacies)
   b) Provide the context of the lesson (note the scenario), how the structure of the lesson emerged (thought process you used in the Planning for Instruction Analysis), and the rationale for any technology you used (or would use in a real world case). Consider resources and tools, including electronic, print, or other media that you would use for instruction, depending on the central focus.
   c) (CST) Identify the information literacy/ inquiry skills you chose to teach
   d) Describe how the "standards" (Common Core ELA and Social Studies, and inquiry standards from the Standards for the 21$^{st}$ Century Learner; Information Literacy Standards) and learning objectives address students' abilities to become "skillful researchers" and/or "critical thinkers" and/or "ethical users of information."

2. **Knowledge of Students to Inform Teaching**:
   a) describe what you know about your students (your class) especially with respect to the central focus of your lesson. (Underperforming students with gaps in knowledge, English Language Learners, learning disabilities, gifted students, special student interests, etc.)
      - Prior academic learning and skills related to the central focus: what do students know, what can they do, and what are they learning to do?
      - Personal / cultural/ community assets as it relates to the central focus: what do you know about your students' everyday experiences, cultural backgrounds and interests?
   b) How did you use this knowledge in the choice or adaptation of the learning tasks and/or materials?

3. **Supporting Students' "Library Literacies" Learning**: Use principles/ concepts from research/ theory to support your explanations where appropriate.
   a) (CST) Describe and justify why your instructional strategies and planned supports (modifications) are appropriate for the whole class **and** students with specific learning needs
   b) Describe common preconceptions, beliefs, errors or misunderstandings within the central focus and how you will address them
   c) (CST) Describe the instructional supports you planned to use that helped students understand and successfully use the language function you chose (accomplish the IO and use the inquiry skills).

4. **Monitoring Student Learning:**

a) (CST) Describe how your planned formal and informal assessment(s) provided direct evidence of your students' abilities to "research skillfully" or "think critically"; accomplish the IO and achieve the information literacy/inquiry skill
b) Explain how the design or adaptation of your planned assessments allowed students with specific needs to demonstrate their learning.

**Due: 5/3 in Assignments**.


## Appendix 1:  If you are other than a school library candidate, here are your case study scenarios:

**Public Library Students:**
You are a youth services librarian in a library district that does not have school librarians in its schools, grades K – 8. Traditionally, the public librarians serve the research and project needs of the students. Teachers in the schools partner with the youth services librarian when students need resources and reference materials to work on assignments and projects; students visit the public library during class sessions. Youth services librarians try to foster good information literacy skills during these class meetings. Use the same student assignment scenario as the school librarian, but instead of the teacher asking you to focus on primary sources, the teacher has asked you to introduce **"web literacy" skills** to the students; s/he is concerned that students will not be able to recognize reliable sources as they gather their information.

 You plan to use the following websites as you prepare 2 lessons for this 8th grade class: "Web Literacy" – https://learning.mozilla.ng/en-US/web-literacy. This site will lead you to resources to give you ideas.

"Education Resources for Web Literacy" – http://novemberlearning.com/educational-resources-for-educators/information-literacy-resources - This site has resources that target web literacy.

Use the same process as the School Librarians on page 8 of this syllabus. See: "**Your challenge for this assignment…**"


**Academic Library Students:**
You are an academic instructional librarian for a small college or university. The professor who teaches "History 4: American Civilization Since 1877" has given his/her freshman students a research project in which s/he expects them to develop both a written essay and a visual presentation in which students trace the history and development of an invention critical to modern life today and to trace its development from the 1870s to the present, and to speculate how that invention might change 20 years into the future. S/he expects students to use **primary source materials** (visuals, such as inventors' photos, videos; statements from people involved in the development and use of the invention; inventor's notes, etc), as well as to learn which **databases** will be valuable for their research.

16

As an academic librarian, your goal is to foster **information literacy**. The following website includes information literacy skills for higher education: "Framework for Information Literacy for Higher Education": [www.ala.org/acrl/Standards/ilframework](www.ala.org/acrl/Standards/ilframework) (2015)

"Information Literacy Competency Standards for Higher Education": [www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf](www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf) (2000) Using the Higher Education Information Literacy Standards as your guide and the context of the professor's assignment, determine your central focus/goal for each of the 2 class periods you will have.

**Evaluation of the Case study assignment**s: Parts of the edTPA rubrics

**Rubric 1:  Planning for Library Literacies Learning**:

Level 1: plans focus solely on instruction on locating and accessing information with **no connections to critical thinking, skillful research, or ethical use of information.**

Level 2:  plans for instruction support student learning with **vague connections** to critical thinking, skillful research, or ethical use of information.

Level 3:  plans for instruction **build on each other** to support student learning with **clear** connections to critical thinking, skillful research, or ethical use of information.

**Other aspects of evaluation:**

**Ability to synthesize quantities of diverse information:**
1.   Satisfactory         2. Good           3. Excellent

**Ability to make good instructional decisions:**
1.   Satisfactory         2. Good           3. Excellent

**Ability to follow directions:**
1.   Satisfactory         2. Good           3. Excellent

Dr. Bea Baaden – Spring 2016


## Appendix 2:  Special Education categories

LIS 626: Choose from these categories to determine the students in your "class"

Special Education Categories (categories that require additional services, support, programs, specialized placements or environments) according to the Individuals with Disabilities Education Act (IDEA):

*Autism*: significantly impaired social and communication development; affects social interaction; child can seem "self – absorbed"
*Deaf or Blindness*: totally without hearing or without sight
*Developmental Delays*:  when the child doesn't meet developmental guidelines at the expected time; motor skills, language, social, or thinking skills
*Emotional Disturbance*: conduct disorder, oppositional defiant disorder, severe inappropriate behavior
*Mentally Disabled*: adjustment disorder, anxiety disorder, depression, eating disorders, bi-polar disorder, ADD – Attention Deficit Disorder; ADHD – Attention Deficit Hyper Disorder
*Multiple Disabilities*: combination of various disabilities that may include: speech, physical mobility, learning, mental disabilities, visual, hearing disorders, brain injury, sensory loss and/or social problems
*Physical disabilities:* limits in the physical function of 1 or more limbs; also respiratory disorders or epilepsy
*Specific Learning Disabilities*: inadequate development of specific academic, language and speech skills: dyslexia (difficulty reading), dyscalculia (math), dysgraphia (writing); listening comprehension, oral language development, motor skill development, reasoning, organizing information, etc.
*Speech and Language Impairments*: difficulty articulating words, stuttering; processing of linguistic information
*Traumatic Brain Injury (TBI):* not caused at birth: result of accident or blow to the head: total of partial functional disability or psychosocial impairment; language, memory, attention, thinking, judging issues
*Visual Impairments:* vision loss; partially sighted

*Gifted and Talented:* students with outstanding levels of aptitude or competence in 1 or more domains; exceptional ability to reason and learn

### Appendix 3: Important Theorists
Theorists, Theories and Principles: LIS 626 (aligned to the Moore text)
For the Lesson Plan Narrative

Vygotsky          p. 5
Piaget             5
Dewey             6
Bruner            7; concept attainment: p. 357
Constructivism   7
Tomlinson (Differentiated Instruction)    49
Dunn + Dunn (Learning Styles)   52
Gardner / Armstrong (Multiple Intelligences)      52, 55, 57
Kagan (cooperative learning)     358 +

18

Classroom Management Theorists/ Theories:
Glasser            p. 120
Gordon             121
Kounin             123
Canter (Assertive Discipline)      125
Skinner (Behavior Modification)  126

Wiggins + McTighe (backwards design/ enduring understandings)    155

Bloom's Taxonomy         177, 379
Revised Bloom's Taxonomy: Anderson + Krathwohl  179 (also see notes)

Motivation Theories: (Bea's notes during class)
Good + Brophy: advance organizers
Vroom: expectancy value theory
Keller: ARCS

 You can use other theories that apply. Especially see the text from LIS 620: Nancy Thomas, Information Literacy and Information Skills Instruction.


### Appendix 4: Library Literacies Learning: Academic Language

Academic language is the oral and written language used for academic purposes. It is how students develop and express their understanding of content. It represents the language of the discipline (in our case, library literacies).  Teachers need to plan the language demands as they support student learning of content. Language demands include: **vocabulary** (see 10 important vocabulary language demand words below); **language functions** (active verbs that students can use and demonstrate to show their learning); **syntax** (sentences, phrases and/or visuals: graphs, tables, outlines, etc. that students can use to demonstrate their understanding); **discourse** (how members of the discipline talk, write, and participate in knowledge construction). In library literacies, language structures that demonstrate "discourse" include words, images and technologies. For example, if the language function is to inquire/ research, the appropriate language structures include "information need," "query formation," "search processes," "citation," and "synthesis" and "sharing of results": students must use these terms and demonstrate in their performance and language that they understand the terms.

**Central Focus** (basic goal of the lesson)
Lesson Plan standards and learning objectives need to address students' abilities to become any or all of the following (the "**central focus**" of the lesson):
- Critical thinkers
- Skillful researchers
- Ethical users of information
- Enthusiastic readers

**Language Demand: Language Function**

19

Within each of the above central focuses, there needs to be a designated "**language demand**." Language demands are academic language used by students to participate in the learning task through reading, writing, listening, and/or speaking to show their understanding. The following are language demands that are critical to library literacies learning (with definitions). These are understandings/ skills that the library literacies teacher needs to determine for the lesson (choose 1 – 2 for a lesson; this will make the lesson very focused):

Identify:  ascertain the origin, nature, or characteristics of; to know and say what something is

Describe: determine the attributes of; to say what something is like; to tell the appearance, sound, smell, etc. of something

Explain: offer reasons for actions or remarks

Interpret: explain the meaning or significance of

Inquire: seek information by asking a question

Analyze: separate into parts or basic principles so as to determine the nature of the whole; study something closely and carefully; learn the nature and relationships of parts of something through a close and careful examination

Synthesize: combining separate elements so as to form a new product
Evaluate: ascertain the value or worth of; judge the value of condition of something in a careful and thoughtful way

Justify: demonstrate or prove to be right or valid

Defend: support a position using reasons

Each of these language demands is made up of components (**language function**) that students need to demonstrate/ practice and be able to talk about.

**Example**:
*Central Focus*: develop skillful researchers
*Discourse:*
*Language Demand:*  Analyze (vocabulary)
*Language Functions:* students will **identify relationships** among information in their notes; **categorize**: separate their materials (note taking sheets) into categories based on the relationships; name the categories; **classify information** according to category
*Syntax:*  a **graphic organizer** that students use to show categories and relationships among categories or perspectives about the topic

From: edTPA Library Specialist Handbook

**Appendix 5:  General Course Information**

**Technology Skills required for this course:**
Excellent Internet navigation skills, plus facility with Microsoft Office programs for word processing, presentation, and web page design programs are essential for success in this course. For this course you will need easy access to the Internet and email; knowledge of word processing, presentation and publishing software.  If your technology skills are not what you think they should be, see me for strategies to improve your skills for successful learning in this course.

**Technology Requirements**:
Students will need Internet access and a PC computer or a Macintosh with the latest version of a web browser (**Firefox** is the recommended browser for Blackboard.) Blackboard is used as our course management system. (If you plan to use Adobe Connect or any other tools, specify the equipment students will need.) If you do not have access to a computer off campus, there are computer labs in the library and the Hillwood Commons on the Post campus (place the specific campus information here) that you can use to participate in this course. Most public libraries also have computers with Internet access that you can use. You can access Blackboard anywhere you have Internet access.

Here are some guidelines to follow that will make the Blackboard experience more productive:
- Use Firefox web browser if possible as it is the browser that works best with Blackboard
- Access Blackboard at **https://blackboard.liu.edu/webapps/login/**
- Be sure your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard. You can download it by going to: **http://get2.adobe.com/flashplayer/**
- You must use your **LIU email** to access Blackboard; your LIU email will be used for any announcements, grades, etc. (you can forward your LIU account to one that you might use on a regular basis OR make sure that you check the LIU email regularly)
- You can utilize the Blackboard Mobile Learn app if you wish to access the course on an Ipad
- Sometimes wireless connections can be slow; if you encounter problems, it is best to switch to a hard wired connection
- Blackboard tutorials are included in the Blackboard site. If you are new to using Blackboard, these guides and videos may be helpful to you: Blackboard Student Orientation, Blackboard Guides, Blackboard Student Videos

This course will utilize the following components of Blackboard: Course Content, Blogs, Announcements, Assignments, Journal and Wiki functions)

**Technical Support:**
Support is available at the Center for Student Information (CSI) at **http://csi.liu.edu** or by contacting the Office of Information Technology at 516 299 3967. Hours: Monday – Thursday: 9 a.m. – 6 p. m.; Friday: 9 a.m. – 5 p.m.

Students may need access to LIU's online library. The library site can be accessed at **http://www2.liu.edu/cwis/cwp/library/libhome.htm** or through Quicklinks; Information Technology; click link at top – Libraries.

**Netiquette**:
Communication is very important in this course. All students are expected to:
1. Show respect for the instructors and for other students in the class
2. Express differences of opinion in a polite and rational way
3. Maintain an environment of constructive criticism when commenting on the work of other students
4. Stay on topic when involved in group discussions or other collaborative activities
5. Use good sentence case in messages. Use of all uppercase letters in a message is the equivalent of shouting and is considered offensive
6. Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, and then put the acronym in parentheses afterward. For example, Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message
7. Use good grammar and spelling; avoid using text messaging shortcuts

**LIU Post Academic Conduct Policy**:
"Students are expected to contribute through their words, actions, and commitments, to the development and sustenance of an academic community characterized by respect, honesty, originality, and fairness."  Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in the committing of any of these acts is a violation of this policy. Any student found engaging in academic misconduct is subject to disciplinary action. The Academic Conduct Policy Standards can be found on the LIU Post website at:
http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards

Academic honestly is expected of all students; plagiarism will result in failure of the assignment and possibly the course. In addition, a student who plagiarizes will be put on academic probation for the School Library Media specialization.

**Students with Disabilities**:  The Office of Disability Support Services works with students with disabilities; phone number: 516 299 3057. LIU has a Policy for Students with

Disabilities: "Students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services…Accommodations Forms must be obtained each semester, before the semester begins." Policy can be found at: http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS.aspx. If you have a learning disability, please make sure that you discuss this with your professor.

**HELP:**
- I believe in the "3 before me rule", which basically says that you will 1. first re-read directions; 2. ask a classmate for help; and then 3. ask me for help.
- I am generally very available during the week (M – F) and regularly check my yahoo email (bbaaden@yahoo.com) and cell phone messages (631 514 5230). In an emergency, you may text me. On weekends, I am less available but will get back to you as soon as I can.

**If you have a personal concern or feel your questions are not being addressed, email me directly at bbaaden@yahoo.com**

**Grading Policy:**
10%   Class participation, discussion, attendance
90%   Written/ oral assignments

**Guidelines for evaluating class participation:**  Students who are judged to have excellent, satisfactory, adequate, or poor participation would display the following qualities:
Excellent participation:
- Clarify and synthesize discussion
- Relate ideas or experiences to classroom topics
- Contribute examples or counter-examples that are relevant to classroom topics
- Acknowledge and extend the ideas/ contributions of others
- Relate content from class materials, readings and experiences to the discussions

Satisfactory participation:
- Speak in class or contribute to online discussions without the need for prompting
- Participate non-verbally by giving eye contact to the speaker, listen thoughtfully and attentively

Adequate participation:
- Be present for the entire class or access all course materials from Blackboard or as noted in the syllabus
- Be on time
- Have all the necessary materials
- Provide responses to inquiries

Poor participation:

- Consistently late
- Not focused on class activities
- Nonparticipation

**Guidelines for evaluation of written work:**

**Excellent written work:** completes the task set by the assignment and is excellent in all respects; it is well argued, well supported, well organized; content is specific, accurate, interesting, and appropriate; the writer demonstrates the ability to produce and synthesize complex ideas, to think creatively; to go beyond the parameters of the assignment; the written work is free from errors in mechanics, usage, spelling and sentence structure.

**Satisfactory written work:** generally competent; accomplishes the basic tasks of the assignment; follows directions; gives evidence of the writer's ability to support and defend key ideas; organized well; may contain some awkward or ineffective sentences or ideas; some problems with mechanics and usage.

**Poor written work:** does not come to terms with the assignment; has a combination of the following weaknesses: serious errors in reasoning, little or no development or support for ideas; ungrammatical or poorly constructed sentences, frequent errors in mechanics, spelling and usage; did not follow directions.

**Assignments may be redone if the grade is B+ or below.**