Instructor: Dr. Bea Baaden Work: 299-2487 (Palmer Office); 299-3818 (Bea’s Office); 631 514-5230 (cell)**
Email: bbaaden@yahoo.com; bea.baaden@liu.edu
Office hours/appointments: Please email for appointment: before or after class

Face to face class meeting dates: 1/22; 3/19; 4/9; 4/23; 4/30

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
1d. Students will use effective communication skills applicable for specific audiences and user groups (case studies, final lesson plan presentation)

3e. Students will possess basic competencies required for instructional program development in information environments (questioning exercise, classroom management plan, 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 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
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; jigsaw/RAFT exercise, take home Final Exam)

Demonstrate the ability to discuss with sound reasoning and proper pedagogical terms the effectiveness of instructional strategies and assessments chosen for assignments (Assessment Assignment, take home Final Exam)

Textbooks Required:
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).


School Library Candidates:
AASL. Standards for the 21st Century Learner in Action. 2009. If you do not already have a copy of this text, it is essential because these are the standards that we are responsible to teach in our school libraries. (To order, call ALA at 800 545 2433 or email www.alastore.ala.org/aasl.) If you are not planning on school librarianship as a career path, I can copy necessary information for you.

We will be using a “scenario” as the framework for the assignments for this course.
See Appendix 1 for this semester’s scenario.
See Appendix 2 for special education categories
See Appendix 3 for important theorists

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.

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/](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/](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 honesty 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.**

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. Missing class may adversely affect your grade. Please contact me in the event of absence and get notes/information from a “buddy.”

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

**Assignment Due Dates:**
1/29  “My Class” Journal (exercise)
      Introduction to “my class” blog (Blogs)  5 pts
2/12  Marzano case study scenario (Assignments) 10 pts
2/19  Instructional Objective in IO Wiki (exercise)
      Using academic language assignment (email to Bea) 10 pts
2/26  Segmented lesson plan (Blogs)  5 pts
3/5   Madeline Hunter lesson plan (bring to face to face class) 5 pts
      3/9 – 3/13         Spring Break
3/19  Assessment assignment (Blogs)  5 pts
3/26  Differentiating instruction assignment (Assignments) 5 pts
4/2   Questioning exercise (Blogs)  5 pts
4/9   Your classroom management plan (bring to face to face class) 5 pts
      Classroom management case study essay (in class)  5 pts
4/16  Jigsaw or RAFT (Blogs) 5 pts.  
Lesson Observations Reflection (Blogs) 5 pts

4/23 and 4/30 F  Demonstration lessons and lesson plans  
Lesson presentation 5 pts  
Lesson plan 10 pts  
Lesson narrative 10 pts

5/7  PMI  
Participation: 5 pts

Course Topics/ Assignments:

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

Session 1  Planning for Successful Learning 1: The Effective Teacher  
1/23  F  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 PP)
    For instructional librarians (see Danielsen framework)
  • Teaching diverse learners

Readings: Moore: Chapter 1 (Getting Ready for the Classroom) and 2 (Teaching Diverse Students)

Assignment:
1. Create your class: create a fictional class of 20 students. Students should be 8th graders (13 – 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 handout of Special Education Disabilities); 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 (1st column), learning need (2nd column), leave the 3rd column blank for supports, accommodations or modifications, and student background in the 4th 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 Journal” (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 1/29.
2. Begin reading Marzano, et al. Classroom Instruction That Works (chapters that
deal with specific instructional strategies: Chapters 2 – 10, especially the
“Classroom Practice” section in each chapter). Case Study #1 can be found in
Appendix 1 Due 2/5.

Session 2 Planning for Successful Learning 2: The Content of Library
1/29 O Instruction

What do librarians teach?
Content and processes of Information Literacy and Inquiry:
Problem-solving; Research Process; Reading Comprehension:
Standards for the 21st 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. Standards for the 21st Century Learner

Moore. Chapter 4 (Using Classroom Technology)

Continue reading Marzano.

Long range assignment for Sessions 2 - 4: Using Academic Language for Library
Literacies Learning
Part 1. A) Determine a “learning segment” (which part of the scenario – Appendix 1 - you will use for your demonstration lesson: primary sources or web literacy)
B) Choose a central focus for the learning task: preparing students to become skillful researchers, or critical thinkers, or ethical users of information.
C) 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

   Let Marzano’s “instructional strategies that work” be a guide to your choice of language demand.

2. 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 learning functions could include: articulating information needs, explaining ideas and information found in sources, drawing conclusions, interpreting text/images via media or text, or displaying new knowledge.]

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

The next section will be done AFTER Session 4’s lesson.

4. Write ONE instructional objective for the learning task you have determined. 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 Wiki. Email the entire “Using Academic Language” assignment, Steps 1,2,3, and 4, by 2/19 to bea.baaden@liu.edu. **Due: 2/19.**

**Session 3:** Planning for Successful Learning 3: Instructional Strategies That Work

Marzano’s Instructional Strategies Overview: Research-based teaching strategies that work well in libraries

Aligning IOs to “Standards”: Common Core ELA and SS; Standards for the 21st Century Learner; Higher Education Information Literacy Standards; Information Literacy Standards

Synthesizing: using the real world scenario to plan instructional strategies for library lessons

Readings:
Marzano: Complete reading of the text
Moore: Chapter 13 (Teaching Effective Thinking Strategies)

**Assignment:** Marzano Assignment (see Appendix 1). Due: 2/12.

**Session 4:** Planning for Successful Learning 4: Goals and Objectives

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)

**Assignment:** Complete “Using Academic Language” Assignment for 2/19. See Session 2 for directions.
Session 5: Planning and Organizing Instruction: Developing Lesson Plans
2/19

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 2/26.

Session 6 Direct Instruction Model: Madeline Hunter Model
2/26

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: 3/5. See pages 200 – 201 in Moore for appropriate categories.

Session 7 Assessment strategies
3/5

Reading: Moore: Chapter 8 (Evaluating and Measuring Learning)
Read the Harada text.

Assignment: Assessment Assignment: Due 3/19 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 Harada’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 8**

**3/19 F**

**Differentiating Instruction**

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 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: 3/26.

2. Create a jigsaw activity.

Good website with video: [www.readingrockets.org/strategies/jigsaw](http://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://www.readingrockets.org/strategies/raft)

http://wvde.state.wv.us/strategybank/RAFT.html (for examples)

Due: 4/17 in Jigsaw/ RAFT Blog.

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

**Session 9**

**3/26 O**

**Questioning Strategies**

Using Bloom’s Taxonomy to develop questions

Level and types of questions

**Reading:** Moore. Chapter 10 (p. 303 – 314)
Assignment: Questioning exercise. Due: 4/2 in Questioning Blog.

Session 10  Classroom Management
4/2   O  Classroom management models
       Classroom management procedures & discipline
       Classroom management scenario

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).

Assignment:
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. Bring to the face to face class on 4/9.

2. Prepare for the Classroom Management Case Study for 4/9 by reviewing the scenarios on the handout given to you in class. Also, go to Technology Connection on p. 147 in Moore to help you prepare.

Session 11  Classroom management summary
4/9   F  Case Study essay
       Preparing for demonstration lessons

Assignment: Finalize the draft of the Madeline Hunter lesson plan for your lesson presentation.

Session 12  Synthesis: Using What We’ve Learned
4/17  O  Lesson Observation Reflection Assignment
       (see Appendix 5 for assignment)

Sessions 13 & 14
4/24  F  Lesson Plan Presentations
5/1   F  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.

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

**Lesson Plan Narrative:** due by 4/30. 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 school librarians will use for the edTPA certification test. Use principles/ theories to support points in the narrative (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) Describe how the “standards” (Common Core ELA and Social Studies, and inquiry standards from the Standards for the 21st Century Learner; Higher Education Information Literacy Standards; 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) Describe and justify why your instructional strategies and planned supports 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) Describe the instructional supports you planned to use that helped students understand and successfully use the language function you chose.

4. Monitoring Student Learning:
   a) Describe how your planned formal and informal assessment(s) provided direct evidence of your students’ abilities to “research skillfully” or “think critically.”
   Explain how the design or adaptation of your planned assessments allowed students with specific needs to demonstrate their learning.
Appendix 1: LIS 626 “Real World” Scenarios (Case Study 1)

School Library Students:

You are a school librarian in a middle school. The 8th grade social studies classroom teacher has come to you with an assignment, which will be the culminating activity for the unit on contemporary culture. You and the social studies teacher decide that students will spend 2 class periods in the library learning about primary sources in preparation of accomplishing 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).

The classroom teacher’s assignment is the following. She has already given this assignment to the students.

The year is 2024. You work for The Museum of Contemporary Work and Recreation. You and your partner have been asked to develop and plan an exhibit to mark the 200th anniversary of the American Worker (who has been designated the Time Magazine Person of the Year 2024). Your job is to take on the role of a Museum Educator. As a Museum Educator you will research and prepare a display or collection of items about the American worker (from 1824 – 2024), as well as a wealth of interesting historical information that will be appealing for visitors to your museum.

You will be working in pairs of two. You will use two library visits for research. In one library visit, you will learn about primary sources. As Museum Educators, you will work together to produce an exhibit that will highlight historical, cultural or social perspectives of work and recreation from 1824 – 2024 and will become experts about your chosen museum theme (remember that this museum exhibit revolves around a particular kind of work or recreation during the designated time period – even looking at how that job or recreation will develop in the future).

The final project will be a multimedia slideshow (or video) that you will present to your class. An example is a Power Point slideshow. The slideshow (or video) will highlight your exhibit and will include: the title of your exhibit; 10 examples of artifacts, primary documents, artwork, prints and relevant data that will be included in your exhibit; and a historical and thoughtful commentary on why the information you included is important. You must include pictures of the items you choose with captions or descriptions.

The classroom teacher would like you, the school librarian, to determine what’s important for the students to know and do in relation to primary sources in the context of the assignment.

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:

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

See Appendix 4: Library Literacies Notes for definitions of the above terms.

So, school librarians...although you do not have to do the students’ assignment, you do have to understand what the students have to do.

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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 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 central focus/goal?
   • 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 you want to “teach” during the 2 lessons (see list above). 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 nature of the 2 lessons 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 Fluency 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

Remember that one of your “days” needs to be about using primary sources.

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 determine which of Marzano’s instructional strategies “that work” 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 Classroom Instruction That Works; 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.
School Librarian’s sources needed to complete this assignment:
Information Fluency Continuum.
Schools.nyc.gov/Academics/LibraryServices/default.htm.

Google sites on plagiarism and evaluating websites (if you focus on developing ethical
users of information).

**All students need to use these sources:**
Moore, Kenneth. Effective Instructional Strategies: From Theory to Practice. 3rd edition.
Pages: 390 – 395. (if you focus on critical thinking)

Marzano, Robert, et al. Classroom Instruction That Works. (any edition; I’ve used the
first version).

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**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” – http://webliteracy.weebly.com. 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 “vital skills
students need to be safe, successful 21st century learners.”

Use the same process as the School Librarians. 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.

As an academic librarian, your goal is to foster information literacy. The following website includes information literacy skills for higher education: www.ala.org/acrl/standards/informationliteracycompetency.

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.

Continue to “Your challenge for this assignment...”
Your thought process will be similar.

NOTE: The Higher Education Information Literacy Standards are in the process of revision. You may also use the standards in this framework as you determine which will be important for the students in this History class:
Another site you can use is:
www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf

Evaluation of this assignment: 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 2015
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 +

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**
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: Lesson Observation Assignment

Observe a librarian in your chosen instructional setting teaching at least 2 lessons. Determine the following:

- The central focus and language demands (skills) taught in each lesson
- Resources or tools instructor used
- Instructional objectives for each lesson
- Instructional strategies used (use Marzano’s and Moore’s texts as a guide)
- Strategies for differentiating instruction and/or instructional supports for students
- Assessment tools or strategies (formal or informal) for each lesson

This is not an essay. You can use either an outline format or a chart or some other unique way to demonstrate your findings.

For school library candidates, the hours you spend observing in a school library media center in preparation for this assignment may be used as Observation Hours. Please make sure you log these hours and give to Dr. Baaden. School library candidates need 100 hours of observation in schools PRIOR to student teaching.