

Module 2. Strategic Planning/Evidence Based Practice.

A. Introduction	<p>This module will focus on strategic planning and evidence-based practice in the school library program. Specifically, this module addresses the following course objectives:</p> <p>Standard I. Learner-Centered Teaching and Learning: (2) Participate in curriculum design and integrated planning of a shared campus vision that focuses on reading, teaching, and learning;</p> <p>Standard II. Learner-Centered Library Program Leadership and Management: (2) Synthesize information from a variety of sources for effective decision making to develop and maintain an exemplary library program; (5) Demonstrate effective leadership strategies while working within campus and district administrative structures to promote achievement of library program goals;</p> <p>Standard VI. Learner-Centered Information Science and Librarianship: (2) Understand school library media program's role as a central element in the intellectual life of school; (12) Engage in continual self-evaluation and self-directed learning for professional growth.</p>
B. Considerations	<p>School librarians must continuously plan to improve the effectiveness of the school library program. The process of strategic planning for school librarians involves development of a vision and mission statement; determining/articulating beliefs and assumptions, identification of the short- and long-term goals of the school and district based on some criterion (such the Texas standards for school libraries, <i>School Library Programs Standards and Guidelines for Texas</i>), assessment of the strengths and shortcomings of the school library program, and development of a plan to create a school library program to help meet larger school and district goals. We will use a modified version of the Texas school library standards.</p> <p>Linking the school library <u>program</u> to school goals. Despite existing evidence pointing to the importance of the school library program in student learning, most without school library training (many administrators and teachers) do not recognize the contributions of the school library program to school success. Hence, it is essential that the school librarian continuously gather evidence of such links within his/her own program and present these findings to all stakeholders (students, teachers, administrators, parents/caregivers, and community members).</p> <p>Annual Report. Beginning in this module, you will be developing a “program goals” instrument and evaluating a 21st Century Annual Report. Later you will evaluate a library program web presence. The purpose of these assignments are to help you to develop 1) a sense of what is important in a 21st Century Library program and 2) a plan for engaging in evidence-based library practice (i.e. strategic planning based on authority versus opinion) and to address for key stakeholders data that links the school library program to school needs, goals and improvements (i.e. student achievement). This is also the basic focus of <i>Empowering Learners</i>.</p>
C. Read	<p>1. Todd, R. J. (2008). A question of evidence. <i>Knowledge Quest</i>, 37(2), 16-21. http://ezproxy.twu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35935344&site=ehost-live</p> <p>2. Todd, R. J. (2008). The evidence-based manifesto. <i>School Library Journal</i>, 54(4), 38-43. http://ezproxy.twu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=31564275&site=ehost-live</p> <p>Kramer, P. K., & Diekman, L. (2010). Evidence = assessment = advocacy. <i>Teacher Librarian</i>, 37(3), 27-30. http://ezproxy.twu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=48874430&site=ehost-live</p> <p>Todd, R.J. (2007). Evidence-based practice and school libraries: from advocacy to action. In Hughes-Hassell, S. & Harada, V. H. (Eds.) <i>School reform and the school library media specialist</i> (pp. 57-78). Westport, CN: Libraries Unlimited. Attached in module. Please read pages 57-62.</p> <p>Parr, K. (2012). Impact of school libraries on student achievement and success. <i>Mississippi Libraries</i>, 75(1), 18-22. TWU e-library (no ez-proxy available). Short one.</p>

	<p><i>Empowering Learners</i>, pp. 12-13, 29-31</p> <p><i>School Library Management</i>, 6th ed., pp. 5-6, 91-102, 166-170</p>
D. Reflect:	<p>There is no reflection/e-journal due this module. However, continue mentally to process the model and its content in the <i>Syllabus</i>, pp. 8-9.</p> <p>Do you understand the key components of reflective writing?</p>
E. Discuss	<p>Consider your experience with school libraries and what you have read in Todd's first two articles (M2). What evidence of strategic planning and evidence-based practice have you observed? Please be specific. If you have not seen any such evidence, discuss one way that your current or past school library program could incorporate strategic planning or evidence-based practice into one important aspect of the school library program. You may also want to use the <i>Standards for 21 Century Learners</i> or <i>Empowering Learners</i> to help you respond.</p>
F. Other tasks	<p>F1. Wiki work (5%)</p> <ol style="list-style-type: none"> In M1, you began to establish your wiki; here in M2 make any other modifications you feel appropriate to your wiki. You will also add three pages. By the end of this module, create: <ol style="list-style-type: none"> One page for your Goals/Strategic (M3) project . Everyone should have this info on her wiki, whether using it or not. another for the first reflection (M4) a third for calendar/discussion/collaboration work on the ARC (M8). Be sure to invite csalerno@twu.edu to be a member of your wiki. Post the URL to this new wiki in Assignments and in the Class Wiki/Contact page. Recap: You earn 5% for doing 6 things! Of course, I must be able to see it. You can see an example at: http://drcats-ls5333-fall2012.wikispaces.com/ <p>F2. The Goals exercise is due at the end of the next module. This is really pretty simple as long as you <u>read, process, and then apply the samples provided</u>. You will be considering goals, among other things, in the A.R.C. group assignment. See the Assignment Sheet and Rubric in Assignments for specific directions and the Calendar for date and time.</p> <p>F3. As a proponent of the Effective Teaching model, I like to check for understanding and adjust. While each of you will create your own strategic plan, you will have also have a support group to bounce ideas off and seek clarification. Please <u>also</u> send questions my way. There are no dumb questions. You will find assigned partners on the second page in the Class Wiki, I do not require working with partners on this project, just to have a peer support group who can help in addition to me. Participation is voluntary.</p> <p>F4. Note the deadline for your first/original post due in this module's Discussion Forum based on one or more discussion topics above. Note the deadline for your responses to at least three peers due at the end of this module's Discussion Forum. Please note guidelines and expectations in the Assignment Sheet for Discussion.</p>