University Preparation Programs for School Librarians:
"Learning and Sharing:
A Look at How Collaboration and Leadership/Administration Courses Are Taught in
Australia, Canada, and the United States"

Dr. Mona Kerby
McDaniel College
2 College Hill, Westminster, MD 21157-4390
United States of America
rkerby@mcdaniel.edu

Dr. Jennifer Branch
School of Library and Information Studies
3-20 Rutherford South
University of Alberta
Edmonton, AB T6G 2J4
Canada
jbranch@ualberta.ca

Dr. Kasey L. Garrison
Charles Sturt University
School of Information Studies,
Locked Bag 588,
Wagga Wagga, NSW 2678
Australia
kgarrison@csu.edu.au

Dr. Jody Howard
Old Dominion University
Darden College of Education
Norfolk, VA 23529
United States of America
jhoward@odu.edu

This three-hour workshop provides an opportunity for school librarianship professors to discuss and share with their peers best practices in creating relevant assignments for school librarians in the 21st century on the topics of collaboration and leadership. For each topic, the professors from Australia, Canada, and the United States will share the following on a large screen and with handouts: (a) national standards that guide course preparation, (b) the course description, (c) course objectives, and (d) one sample assignment. Assignments for both topics will include the instructions and also the rubrics. After each topic presentation, participants are encouraged to share how they teach collaboration and leadership, and they will then be divided into small groups to share additional ideas. A third component of the presentation focuses on a 2013 U.S. grant from the Institute of Museum and Library Studies to deliver four online courses

for doctoral candidates from various institutions with an interest in school library doctoral studies. The session will close with the participants brainstorming critical issues and topics for future IASL presentations from school librarianship professors. Before the IASL conference begins, emails will be sent to attendees who are school library professors to encourage them to attend and to bring sample assignments on teaching collaboration and leadership as a way to extend our conversation beyond the Australia, Canada and the United States.

****
****

University Preparation Programs for School Librarians: Using the Power of Technology to Build Collaboration and Leadership Skills by Jennifer Branch-Mueller, PhD.

Overview

This section presents the context of an online Master of Education degree in teacher-librarianship in Canada and explores some ways in which the overall program approach attempts to build collaboration and leadership experience and skills. At the 2014 Moscow IASL conference, the author will provide assignment descriptions and rubrics for initial posts and ongoing small group discussions. Small group discussions are a central part of the socially constructed pedagogy of the courses. She will also include a description of a major paper (eBook chapter) in a leadership course, and assessment grading sheet and rubrics for self and peer evaluation of small working groups for that assignment. Technology offers students wonderful opportunities to meet together, collaborate and share information with others and should be introduced in a program for teacher-librarians. Building expertise in the use of technology can also help teacher-librarians be seen as school leaders.

Introduction

"I don't find discussions meaningful."
"I don't like working in groups."
"I am not interested in leadership - that is why I want to be a teacher-librarian."
"I want to read books to kids all day."
"I want to be a teacher-librarian so I can have the same holidays as my children."
"I love books, everything about books, and don't want to have to learn about technology. I think the school library is the place for me."

Do these quotes sound familiar to you? Do you have a few more you would like to share? These are just some of the comments I have received from students (and prospective students) over the past fifteen years since I began teaching online courses in teacher-librarianship.
How do we, in higher education, provide opportunities for our students to build the knowledge, skills and attitudes required to be an effective teacher-librarian? What will be our priorities? How will we assess our students? And what happens when we throw a completely online program into the mix?

Context

These questions are a central part of the work that I do in the Department of Elementary Education at the University of Alberta in Edmonton, Canada. I am the Coordinator of a small, online Master of Education program called Teacher-Librarianship by Distance Learning (TLDL). It began in 1997 and has grown over the years to the point where we have about 60 students in the program at any one time. The students come from across Canada and from around the world (mostly Canadians working in International contexts) and are practicing teachers and/or "teachers in the library." We use the term "teacher in the library" to denote those that are working in school libraries but have no further education in teacher-librarianship. In Canada, there are many schools with no teacher-librarian in the school library, many will be staffed only by a library technician, a library assistant, or a parent volunteer. Some jurisdictions in Canada might have "teachers in the library" with one or two courses in school librarianship. There are no provincial, territorial or formal national standards and no certification process for teacher-librarians.

One document, *Achieving Information Literacy: Standards for School Library Programs in Canada* (The Canadian School Library Association & The Association for Teacher-Librarianship in Canada, 2003), was produced more than ten years ago to guide the evaluation of school libraries but no companion document exists to better understand the roles and responsibilities, qualifications, and core competencies expected of teacher-librarians in Canada. For that, our program looks to the American Association for School Librarians. It is probably important for readers to know that we are the only Master of Education in Teacher-Librarianship in the country (population about 35 million). There are eight ALA-accredited library and information schools in Canada but NONE of the other programs have a tenure or tenure-track faculty member in the area of school libraries. Currently, I hold a 50% joint appointment in the School of Library and Information Studies (SLIS) but do not teach courses in teacher-librarianship as a part of that position (although students from SLIS are able to take courses in teacher-librarianship through the TLDL program). To my knowledge, there are no courses in the area of school libraries or teacher-librarianship offered in any of the Canadian LIS schools. There is a diploma program in teacher-librarianship at the University of British Columbia (ten courses at the senior undergraduate level) through the Faculty of Education.

The *ALA/AASL Standards for Initial Preparation of School Librarians* (2010) provides standards that can help to guide our development of courses and overarching curriculum in the absence of Canadian standards. In the late 1990s, our Learning Management System (LMS) was completely text-based. There was no way for students to collaborate in real time (except on the telephone) and so assignments were individual and tended to be traditional written reports, papers and essays. As our online program has evolved over the past fifteen years we have found that new technologies have enabled us to build assignments and create diverse projects and tools that allow us to better develop and assess collaboration and leadership skills.

Examples from Courses

In our presentation at the 2014 Moscow IASL conference, I will present two examples of instructions and rubrics used to grade the online discussions. I will also present the instructions

and the rubric for our assignment: The Leadership Role of the Teacher-Librarian. The learning outcomes for this leadership assignment are:

- Consider and discuss current issues and trends in school library leadership.
- Select a topic of interest from their personal or professional experience.
- Research, read, evaluate, and synthesize professional and academic resources related to their topic of interest.
- Write a major paper about their topic (of about 5000 words), which presents a unique summary of the literature and provides practical suggestions, recommendations, and implications for school library leaders in Canada.
- Have opportunities to work in small groups to provide writing support and feedback for the major paper.
- Share their major papers with a wider audience through the publication of a class eBook.

Conclusion

Technological advances make it possible for students working at a distance from their university and each other to work collaboratively. Tools such as Google Hangout, Skype, and Adobe Connect allow students to meet and work together on projects and assignments. Google Docs, Google Sites, WordPress, LiveBinder, and Wikispaces are great tools for students to use to create collaboratively. Sharing their work with and for others (for example, blogs, wikis, Twitter, VoiceThread, YouTube, Prezi, eBooks, and websites) provides them with many leadership experiences as they negotiate their role in the larger educational sphere and create their own positive digital presence. These experiences also helps teacher-librarians be seen as technology leaders in their schools.

(Please see http://www.scribd.com/doc/146938161/Becoming-and-Being-Reflections-on-Teacher-Librarianship to download the eBook that was created by the students in this course.)

Biographical Note

Dr. Jennifer Branch has a joint appointment in the School of Library and Information Studies and the Department of Elementary Education in the Faculty of Education at the University of Alberta. She worked as a junior high teacher and teacher-librarian in Inuvik, Northwest Territories for six years and as a teacher in Northern Ontario and did research in Aberdeen, Scotland. Jennifer's areas of research are information-seeking processes, information literacy education, electronic reference sources, and teacher-librarianship education.   Please contact jbranch@ualberta.ca for more information.

****
    ****

University Preparation Programs for School Librarians: Two Examples of Leadership Assignments by Ramona N. Kerby, Ph.D.

Overview

McDaniel College is in Westminster, Maryland, U.S.A. and is located in the Mid-Atlantic region, between New York City and Washington, D.C. The School Librarianship Graduate Program has been reviewed and is nationally recognized by the American Association of School Librarians by adhering to the *ALA/AASL Standards for Initial Preparation of School Librarians* (2010). (The following link provides an explanation of the AASL standards and their elements: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_and_items_with_statements_of_scope.pdf .)

At the 2014 Moscow IASL conference, the author will present two assignments taught in the Administration and Leadership course, which is a required course in the Master of Science degree in School Librarianship at McDaniel College. The first assignment focuses on the candidate's leadership style and their professional development. The second assignment focuses on advocacy. All course instructions include a purpose, the AASL standards met, background information, resources needed, detailed instructions, due dates, and the rubric. All rubrics include wording from the AASL standards and elements so that instructors can measure the effectiveness in meeting these standards.

Context

When the ALA/AASL *Standards for Initial Preparation of School Librarians* standards were revised in 2010, one of the major changes was a strong emphasis on leadership. Although managing tasks such as weeding, circulation policies, and cataloging are still taught, they no longer have the emphasis they once did. A new standard, Standard 4: Advocacy and Leadership, was added and includes elements that address networking, professional development, leadership, and advocacy.

As a result, McDaniel College revised its entire program to reflect the 2010 standards. Our program is entirely online; the majority of our students are teachers in the state of Maryland. We use the Blackboard platform to teach the courses; they are asynchronous; and candidates receive grades on their quality of participation. Our online graduate courses are eight weeks long; they are composed of four modules, and candidates complete four assignments per course.

In the Administration and Leadership course, we now focus more on the characteristics of leaders and ask candidates to analyze their leadership strengths using several leadership inventories. We expect candidates to prepare a professional development plan that builds leadership qualities. Because the 2010 AASL standards emphasize advocacy, we ask candidates to prepare a school library advocacy plan. The AASL website provides several helpful resources including, the AASL Advocacy Toolkit at http://www.ala.org/aasl/advocacy .

Conclusion

What has been especially beneficial when revising these assignments is that each year at the American Library Association conference, school librarianship professors attend sessions and discuss how best to meet the *ALA/AASL Standards for Initial Preparation of School Librarians* (2010). Many of the professors also serve on volunteer review teams whereby we review other college and university preparation programs to determine if these programs meet the standards and receive national recognition or if the programs need to be revised.

One of our purposes for our presentation is to provide this same type of dialogue among school library professors at the international level.

Biographical Note

Dr. Mona Kerby is the Professor and Coordinator of the School Librarianship Program at McDaniel College in Maryland, U.S.A. She has been an elementary school teacher and a school librarian. As an expert in Children's Literature, she also writes books for children. For more information about the McDaniel College program, please see: http://www.mcdaniel.edu/graduate/your-plan/academic-programs/m.s.-in-school-librarianship and http://www.mcdanielschoollibrarianship.com .

****
****

University Preparation Programs for School Librarians: Leading through Collaboration by Kasey L. Garrison, Ph.D.

Overview

At Charles Sturt University in Australia, the Masters of Education- Teacher Librarianship (M.Ed.TL) is a course situated in the School of Information Studies, which is a part of the Faculty of Education. We have the largest group of information students in Australia and they span the globe, taking advantage of our fully online program. Our course is comprised of six core classes and two electives focusing on technology and literature. In Australia

Context

Our courses are accredited by the Australian Library and Information Association (ALIA) and although students enrolled in this course will receive a M.Ed., they are qualified as professional librarians able to work in other areas of the information sector. ALIA's policy entitled *The Library and Information Sector: Core Knowledge, Skills, and Attributes* (2012) is an important document guiding our course structure. Recently, we underwent a course review with the Teacher Librarianship team (including myself, Barbara Combes, Roy Crotty, Lyn Hay, and Judy O'Connell) connecting these ALIA standards to the International Society for Technology in

Education (ISTE) *Standards for Teachers*, the Australian Institute for Teaching and School Leadership (AITSL) *Professional Standards for Teachers* which govern teacher education in Australia, and the Australian Qualifications Framework (AQF) which ensures graduate programs granting professional qualifications are at the appropriate level for their respective degrees.

While not a part of accreditation, the Australian School Library Association (ASLA) also promotes *Standards of Professional Excellence for Teachers Librarians* (2004) and leadership and collaboration are emphasized throughout these standards. In the first class our students take, they study these standards and begin to develop a stronger understanding of the role of the teacher librarian. Proceeding classes build on this foundational understanding and the idea of the teacher librarian as a leader, which is the title of our leadership subject. This class looks at leadership theory in a broader context outside of the school and then gets to a more personal level encouraging students to examine their own leadership style and attributes.

The first assignment in this subject is a concept map and descriptive narrative of the map where students create a visual structure of their understanding of leadership in schools. The concept map enlists them to identify key concepts and ideas and consider relationships and connections among these. In this class, students consider how teacher librarians lead from the middle in the school and the role collaboration plays in this process.

In the ICT for Innovative Practice elective subject, students create a Web 2.0 Tools Report intended to encourage collaboration with teachers. For this assignment, students identify a tool that would be useful for a specific curriculum area and audience and present a proposal to using this tool to teachers in that area. The report includes a pre-planning document to guide the collaboration and lesson or assignment using the tool as well as support for the teachers' use of the tool. At the IASL conference, these assignments will be examined in more depth and shared with participants.

Conclusion

As Jennifer Branch noted in her discussion of the Canadian context, students in our course are also often surprised at the emphasis on leadership and collaboration in the role of the teacher librarian. Giving students a foundation early in this idea and then building on it within each class through practical and reflective assignments offers a concrete way for them to develop and apply their understandings of the teacher librarian as leader and collaborator.

For more information about the standards mentioned here, see:
- ALIA's *The Library and Information Sector: Core Knowledge, Skills, and Attributes*-https://www.alia.org.au/about-alia/policies-standards-and-guidelines/library-and-information-sector-core-knowledge-skills-and-attributes
- ISTE's *Standards for Teachers*- http://www.iste.org/standards/standards-for-teachers
- AITSL's *Professional Standards for Teachers*- http://www.aitsl.edu.au/australian-professional-standards-for-teachers
- AQF- http://www.aqf.edu.au
- ASLA's *Standards of Professional Excellence for Teachers Librarians*-http://www.asla.org.au/policy/standards.aspx

Biographical Note

Kasey Garrison is a lecturer in Teacher Librarianship in the School of Information Studies at Charles Sturt University in Wagga Wagga, NSW, Australia. Kasey earned a Ph.D. in Education with a focus on Curriculum and Instruction from Old Dominion University in Norfolk, Virginia, USA, in August 2012. With a Masters in Education and a Bachelors of Arts in Spanish, Kasey has experience at the preschool through secondary levels in the library and also teaching Spanish and students with special needs. Her research interests are focused on diversity within children's and young adult literature and reader responses to such titles.

****
****

NxtWave, a Cognate of Courses for Leaders of the 21st Century School Libraries by Jody K. Howard, Ph.D.

Overview

Students who are enrolled in Master's degree programs can focus on school librarianship, but at the doctoral level, these type of courses are rare. As a result, doctoral students who are planning to become university professors and teach school librarianship are at a disadvantage. For this reason, four professors wrote and were awarded a national grant. NxtWave, Leaders of the 21st Century is a project funded by the Institute of Museum and Library Services (IMLS) to provide training to doctoral students so that they will be better prepared to take their places as university professors who train school librarians.

Context

Over the course of a year, Dr. Gail Dickinson from Old Dominion University, Dr. Becky Pasco from the University of Nebraska at Omaha, Dr. Audrey Church from Longwood University, and Dr. Jody K. Howard from the Palmer School at Long Island University collaborated through two multi-day retreats and a plethora of emails and phone conversations to answer this question: If we could develop a curriculum that would prepare doctoral students in the field of school librarianship, what curriculum would we create?

To answer this question, the professors developed the curriculum for the following four courses.

Course #1 Concepts and Context of School Libraries: This course will introduce candidates to the broad landscape of school librarianship and its relationship to the greater library and information profession. A critical examination of benchmarks and key concepts tied to literacies, information science, and technical innovation will provide a body of foundational knowledge in support of the development of the candidates' personal and professional frameworks. Candidates will use frameworks to optimize their ability to conduct inquiry and provide leadership for 21st century initiatives in school librarianship.

Course #2 Frameworks for Best Practice in School Libraries: This course will explore best practice in school libraries using the framework of current national standards for school librarianship preparation programs. Major areas for exploration include but are not limited to teaching for learning, literacy and reading, information and access, advocacy and leadership, and program management and administration. Emphasis will be placed on extensive reading in each area. In preparation for a future article submission, students will conduct a thorough literature review in a specific area of interest.

Course #3 Strategic Leadership for School Libraries: This course will focus on the social, economic, and political issues and trends facing school libraries. The broad area of the social realities will include the increasing diversities in society, overcoming the digital divide, and preparing all students to be active and engaged 21st century citizens. Schools are facing harsh economic realities in funding as well as positive signs that resources in different formats may become less expensive and may greatly increase access. Common Core as well as other state and federal standards initiatives create opportunities on the political front as well.

Course #4 Inquiry and Research in School Librarianship: This course will examine current research in the school library field and provide the students with the skills they need to use existing research data for evidence-based practice. The process of conducting action research and traditional research will be reviewed in the context of the school library field. Students will practice interpreting data and applying these interpretations to solving problems for program improvement. A research proposal for an action research project will be prepared.

These four courses will be offered over four semesters, one course per semester. As the professors developed the curriculum, they were mindful of the content and the sequencing of the material being presented. One major goal of each course is to assist the doctoral students in becoming leaders in the school library field, and the assignments are developed with the leadership concept in mind. In addition to the classes, the students have specific assignments that provide leadership opportunities for them including presenting a professional development session for school librarians, presenting a poster session at a national conference, submitting a proposal for a presentation at a national or state conference, and developing an article to be submitted to a national journal.

NxtWave is a collaborative project among Long Island University, the University of Nebraska at Omaha and Old Dominion University. Students are enrolled in the doctoral program at one of the three universities, must have State School Library certification, and will enroll in each of the four classes through their home university. All of the classes are conducted online and are taught by the professors mentioned above. Currently, there are 18 students enrolled through the three universities and have completed the first course.

Conclusion

The creators of NxtWave believe passionately that it is imperative that future professors working with school library students have specific training in the area of school librarianship. They also believe that school librarianship is characterized by leadership. The NxtWave cognate of courses support this concept of leadership.

Biographical Note

Dr. Jody K. Howard is an Associate Professor and Graduate Program Director for the school library program at Old Dominion University in Norfolk, VA, USA. Dr. Howard is the former director of the Palmer School of Library and Information Science, and has experience as a teacher, school librarian and District Library Director. For more information please contact Dr. Howard at JHoward@odu.edu.