

Course Number & Name: LIS 426 - Curriculum Frameworks and Instructional Strategies for Library Teachers

Description: This course provides an in depth examination of the organization, structure and content of the Massachusetts Curriculum Frameworks. Students will identify those aspects of these standards and frameworks that link to student achievement through library based learning, instruction and activities. Emphasis will be on the planning, organization, and implementation of library-based instructional activities, the use of library instructional techniques to implement frameworks content and skills, and library-teacher and classroom teacher collaboration. Cross-disciplinary learning, discovery-based learning, differentiating instruction, and literacy and research skills will be key topics.

- **Prerequisites::** None
- **Audience (level, environment/setting):** all/School, also applicable to Public
- **Student Learning Outcomes [by number]:** 1-10
- **Topics/List of Lectures:**
 - Analytical and evaluative review of the organization, structure and content of individual Massachusetts Curriculum Frameworks.
 - Standards-based education & instruction and how it related to library use.
 - Developing outreach and collaborative strategies.
 - Review of the organization, structure and content of the MCAS.
 - Selecting and using print, non-print, electronic and web-based Frameworks resources.
 - Integrating all curriculum subject areas into library based instruction and activities.
 - Organizing and developing the library as an instructional setting.
 - Creating standards-based lessons and projects for a library setting.
 - The “Library Curriculum” ... Library Skills, Information Literacy & Research Skills.
 - Redefining literacy in the library Focusing on subject-based knowledge and skills.
 - Using information technologies in a library based instructional setting.
 - Differentiated Instruction, Discovery Learning, Multiple Intelligences & Bloom’s Taxonomy.
 - Project-based and/or resource-based teaching & learning.
- **Suggested Textbooks/Readings**

- Department of Education. Massachusetts Curriculum Frameworks & MCAS. <http://www.doe.mass.edu/>
- Draze, Dianne. Project Planner A Guide for Creating Curriculum and Independent Study Projects. Dandy Lion Publications, 3563 Sueldo, Ste. L, and San Luis Obispo, CA 1-800-776-8032.
- Forte, Imogene and Schurr, Sandra. Curriculum & Project Planner Nashville: Incentive Publications, Inc. 1996. (800) 421-2830. <http://www.incentivepublications.com> Item# IP 348-7

Referenced, but not required:

- American Association of School Librarians. Information Power: building partnerships for learning. Chicago: ALA, 1998
- Anderson, Lorin W. and David R. Krathwohl, David R, Ed. Taxonomy for Learning, Teaching and Assessing - A Revision of Bloom's Taxonomy of Educational Objectives. Abr. ed. New York: Longman, 2001
- Gronlund, Norman. Stating Objectives for Classroom Instruction. New York: Macmillan Pub. Co. 1985
- Haycock, Ken, ed. Foundations for Effective School Media Programs. Englewood: Libraries Unlimited, 1999.
- "How to Differentiate Instruction." *Educational Leadership* Vol. 58 No. 1 September 2000
- Stripling, Barbara, ed. Learning and Libraries in an Information Age. Englewood: Teacher Ideas Press, 1999
- Saphier, Jon and Gower, Robert. The Skillful Teacher Building Your Teaching Skills. Acton: Research For Better Teaching, Inc. 1997.
- "Teaching for Multiple Intelligences." *Educational Leadership* Vol. 55 No.1, September 1997
- Tomlinson, Carol Ann. The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria: ASCD, 1999
- Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria: ASCD, 1999 (2nd Edition)
- The Information-Powered School. Sandra Hughes-Hassell and Anne Wheelock, Editors. Chicago: ALA, 2001

- **Course History:**

December 2004: discussed at curriculum retreat; no vote needed

- **Document prepared by:** Dan Fleming, 12/04