

LIS Content Collaboration Assignment

This assignment includes the lesson activity, itself, and a paper detailing and reflecting on that collaborative endeavor.

A. Information Literacy/Content Curriculum Lesson. In collaboration with a classroom teacher: identify, develop, teach, and evaluate an information literacy lesson which will support selected curriculum content in that teacher's class. Seek to use a variety of media -- print, non-print, and electronic -- appropriate to the selected information literacy/content curriculum lesson. Oral lesson can be from 1/2 hour to a unit stretching over several days. **Oral portion of lesson is to be observed and evaluated by the site supervisor. S/he is then to share his/her comments with the NIU Library Information Specialist Field Experience Supervisor.

B. Information Literacy/Content Curriculum Collaboration Paper.

- 1) Identify the age/grade level and content area for which you developed the lesson plan; i.e., an 8th grade literature class, a 10th grade science class, etc.
- 2) Name what particular area(s) of information literacy you collaborated on; i.e. internet searching strategies for science careers, blogging about the war in Afghanistan, etc.
- 3) State at least one of AASL's four "Standards for the 21st-Century Learner" (2007) or one of the nine AASL "Information Literacy Standards for Student Learning" found in Information Power (1998) which supports this collaborative effort.
- 4) List goals and objectives created and used for the collaborative project.
- 5) Write up an explanation of how the lesson was taught: instructional strategies, media used, etc.
- 6) Write up an explanation of how the lesson was evaluated.
- 7) Attach, in LiveText, copies or URLs of all lesson materials (PPT slides, web pages, wikis or blogs, handouts, worksheets, etc.).
- 8) Include resources used for this lesson (references and/or bibliography).
- 9) Reflect on the collaborative process.

This paper has no proscribed length; however, it is expected that the candidate will sufficiently cover all requirements. Written portion is to be turned in to the NIU Library Information Specialist Field Experience Supervisor via LiveText. **This assignment can be used in your masters' portfolio as an example of an Instructional Design artifact. Given that, you may wish to use an ID model (for example the ASSURE model) as part of this assignment. The following AASL Standards are met with this assignment: 1.1, 1.2, 1.3, 1.4, 3.3, 3.4, 4.2, 4.3, 4.4, 5.1, 5.2, and 5.4.

Assessment Rubric

After observing the candidate in the face-to-face teaching component of this assignment, the site supervisor completes the oral portions of the corresponding rubric. The site supervisor then sends this information to the NIU Library Information Specialist Field Experience Supervisor, who finishes the rubric after reading the parallel written assignment portions. (See assignment and rubric attached.)

Standards

ALA-AASL-2010.1.1

Knowledge of learners and learning: Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

ALA-AASL-2010.1.2

Effective and knowledgeable teacher: Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.

ALA-AASL-2010.1.3

Instructional partner: Candidates model, share, and promote effective

principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

ALA-AASL-2010.1.4

Integration of twenty-first century skills and learning standards: Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st-Century Learner and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative process

ALA-AASL-2010.3.3

Information technology: Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

ALA-AASL-2010.3.4

Research and knowledge creation: Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.

ALA-AASL-2010.4.2

Professional development: Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth.

ALA-AASL-2010.4.3

Leadership: Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.

ALA-AASL-2010.4.4

Advocacy: Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services.

ALA-AASL-2010.5.1

Collections: Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.

ALA-AASL-2010.5.2

Professional Ethics: Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas.

ALA-AASL-2010.5.4

Strategic Planning and Assessment: Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

Rubric	Exemplary (3 pts)	Target (2 pts)	Acceptable (1 pt)	Unacceptable (0 pt)
Collaborative lesson (oral): teaching unit (1.000, 11%) ALA-AASL-2010.1.1 ALA-AASL-2010.1.2 ALA-AASL-2010.1.3 ALA-AASL-2010.3.3 ALA-AASL-2010.4.3 ALA-AASL-2010.4.4 ALA-AASL-2010.5.4	All parts of the collaboration: “identify, develop, teach, and evaluate an information literacy lesson to support	All parts of the collaboration: “identify, develop, teach, and evaluate an information literacy lesson to support selected curriculum content” are included and completed.	All but one of the parts of the collaboration: “identify, develop, teach, and evaluate an information literacy lesson to support selected curriculum content” are	Two or less parts of the collaboration: “identify, develop, teach, and evaluate an information literacy lesson to support selected

	selected curriculum content” are included and completed. Additional supportive material is also covered.		included and completed.	curriculum content” are included and completed.
Collaborative lesson (oral): media used (1.000, 11%) ALA-AASL-2010.1.4	Oral presentation uses a wide variety of media appropriate to the selected lesson and students, in a balanced manner.	Oral presentation uses three-four types of media appropriate to the selected lesson and students, in a balanced manner.	Oral presentation uses two types of media appropriate to the selected lesson and students, in a balanced manner.	One medium is used.
Collaborative lesson (oral): creativity, presentation skills, audience response (1.000, 11%) ALA-AASL-2010.1.1 ALA-AASL-2010.1.2 ALA-AASL-2010.3.3	Lesson plan and materials appear to be clearly original. Lesson holds students’ attention throughout.	Lesson plan and materials appear, for the most part, to be original. Lesson holds students’ attention most of the time.	Lesson plan and materials appear to have some originality. Lesson holds students’ attention fairly well.	Lesson plan and materials appear to be borrowed from other sources. Lesson does not hold students’ attention.
Collaborative	Presentatio	Presentation is over	Presentation is	Presentation

lesson (oral): length (1,000, 11%)	n is a unit with activities over several days; each activity lasts at least 30 minutes.	an hour in length.	30 minutes in length.	is less than 30 minutes in length.
Collaborative lesson (written): age/grade level, content area, an AASL “Standard for the 21st-Century Learner” (2007) or one of the AASL “Information Literacy Standards for Student Learning” found in Information Power (1998), goals and objectives, instructional strategies, media used, and how lesson evaluated	The following: age/grade level, content area, at least one of AASL’s four “Standards for the 21st-Century Learner” (2007) or one of the nine AASL “Information Literacy Standards for Student Learning” found in Information Power (1998) which	The following: age/grade level, content area, at least one of AASL’s four “Standards for the 21st-Century Learner” (2007) or one of the nine AASL “Information Literacy Standards for Student Learning” found in Information Power (1998) which supports this collaborative effort, goals and objectives, instructional strategies, media used, and how lesson is evaluated are included in the written paper.	All but one of the following: age/grade level, content area, at least one of AASL’s four “Standards for the 21st-Century Learner” (2007) or one of the nine AASL “Information Literacy Standards for Student Learning” found in Information Power (1998) which supports this collaborative effort, goals and objectives,	Four or less of following: age/grade level, content area, at least one of AASL’s four “Standards for the 21st-Century Learner” (2007) or one of the nine AASL “Information Literacy Standards for Student Learning” found in Information Power (1998) which supports this collaborative effort, goals and

<p>(1.000, 11%) ALA-AASL-2010.1.1 ALA-AASL-2010.1.2 ALA-AASL-2010.1.4 ALA-AASL-2010.3.3 ALA-AASL-2010.4.4 ALA-AASL-2010.5.4</p>	<p>supports this collaborative effort, goals and objectives, instructional strategies, media used, and how lesson is evaluated are included in the written paper. Additional supportive material is also covered.</p>		<p>instructional strategies, media used, and how lesson is evaluated are included in the written paper.</p>	<p>objectives, instructional strategies, media used, and how lesson is evaluated are included in the written paper.</p>
<p>Collaborative lesson (written): attachment of lesson materials (electronic and print) and resource list (1.000, 11%) ALA-AASL-2010.4.4 ALA-AASL-2010.5.1 ALA-AASL-2010.5.2 ALA-AASL-2010.5.4</p>	<p>Lesson materials (electronic and print) and a resource list are attached to the written assignment in LiveText. Additional supportive material is also</p>	<p>Lesson materials (electronic and print) and a resource list are attached to the written assignment in LiveText.</p>	<p>Most lesson materials (electronic and print) and a resource list is attached to the written assignment in LiveText.</p>	<p>Less than half of the lesson materials (electronic and print) and/or a resource list are attached to the written assignment in LiveText.</p>

	attached.			
Collaborative lesson (written): lesson reflection (1.000, 11%) ALA-AASL-2010.1.4 ALA-AASL-2010.3.4 ALA-AASL-2010.4.2 ALA-AASL-2010.4.3 ALA-AASL-2010.4.4 ALA-AASL-2010.5.4	Collaborative lesson candidate reflection of at least four pages is included in written assignment. Additional comments on such processes, in general, are also included.	Collaborative lesson candidate reflection of at least four pages is included in written assignment.	Collaborative lesson candidate reflection of at least three pages is included in written assignment.	Collaborative lesson candidate reflection of two or less pages is included in written assignment.
Collaborative lesson (written): Organization and Coherence (1.000, 11%) ALA-AASL-2010.1.1 ALA-AASL-2010.1.2 ALA-AASL-2010.3.3	Written portion of assignment is well-organized and understandable, and includes visual as well as print.	Written portion of assignment is well-organized and understandable.	Written portion of assignment is either well-organized or understandable	Written portion of assignment is not well-organized or understandable.
Collaborative lesson (written): editing (1.000, 11%)	No spelling or grammatical errors.	Less than three spelling or grammatical errors.	Between four and six spelling/grammatical errors.	More than six editing/grammatical errors.

Rating Results for Candidate

Rating Results for Candidate:

____ Total Points

Candidate Rating

____ Exemplary (27 points) ____ Target (26-18 points) ____ Acceptable
(17-9 points) ____ Unacceptable (8 points or less)

**Candidates can receive a score as low as 9 (low end of acceptable) and still be considered passing.