

College of Information Studies

Fall 2013

LBSC 742: Collaborative Instructional Design and Evaluation

Thursdays, 5:30 PM – 8:15 PM

Universities at Shady Grove – Location: Building 3: Room 2206

INSTRUCTOR:

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OFFICE HOURS:

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COURSE WEBSITE:

<https://myelms.umd.edu/login>

TWITTER HASHTAG:

#lpsc742

COURSE DESCRIPTION:

Over the past several decades, the role of the school librarian has evolved to include a number of new responsibilities. One of the most important of these involves instruction--working individually and in collaboration with teachers to design, develop, and evaluate teaching and learning strategies and materials to meet a variety of instructional needs. Both historically and today, the principles of instructional systems development (ISD) provide an invaluable tool for the school librarian to use in fulfilling this instructional role, and they are introduced and explored in this course. Grounded in the assumption that instruction should be designed by teams or groups to be most effective, ISD is especially useful in supporting the librarians' work as an "instructional partner" with teachers. A particular focus of the course is the application of ISD to designing information-based learning—that is, creating opportunities for learners to use a full range of information resources for authentic, problem-based learning.

ISD interweaves insights from systems, learning, communications, and management theories into a set of concepts and processes whose application leads to well-planned, reliable instruction. Beginning with the analysis of an instructional problem and moving systematically through a sequence of clearly defined stages, the ISD approach provides a sophisticated set of tools for designers of instruction for both education and training. The process is applicable to the development of instruction in all media formats--the newest varieties of interactive media as well as the more traditional print and audiovisual approaches. Through studying ISD theory and applying its methods to the development of a detailed plan for an instructional product, candidates in this course will master a systematic yet flexible set of principles that can be used in a variety of settings.

COURSE GOALS AND OBJECTIVES

- I. The candidate will understand the nature, purpose, concepts, and principles of instructional systems development (ISD).
 - a. The candidate will define ISD, state its purpose, and describe its historical and theoretical roots.
 - b. The candidate will compare and contrast several major ISD models.
 - c. The candidate will identify the major concepts and principles underlying ISD and explain the relationship of each to learning.
- II. The candidate will analyze the collaborative instructional development role of the school librarian.
 - a. The candidate will describe the instructional development role of the school librarian, particularly as it relates to working collaboratively as an “instructional partner” with teachers and others.
 - b. The candidate will explain both the historical and the contemporary contexts of this role.
- III. The candidate will understand the varieties of student assessment and the role of the school librarian in planning and implementing assessment strategies.
 - a. The candidate will compare a range of assessment types—formative and summative evaluation, norm-referenced and criterion assessment, and standardized and authentic assessment—and the circumstances that call for each type.
 - b. The candidate will compare a range of assessment strategies—objective response, constructed response, and performance assessment (including portfolio assessment and checklists/rubrics)—and the circumstances that call for each strategy.
- IV. The candidate will apply the theory and techniques of ISD to the collaborative development of an instructional product.
 - a. The candidate will collaborate to create a complete plan for an instructional product (including assessment) based on the ISD process.
 - b. The candidate will collaborate to describe his/her ISD plan (including its major elements and its associated resources for learning) and the details of the development process.
- V. The candidate will understand the possibilities, constraints, and limitations of ISD.
 - a. The candidate will describe the relationship of ISD to various kinds of media and technology, both traditional and contemporary.
 - b. The candidate will identify and discuss issues and concerns related to ISD and K-12 education, particularly as these relate to the school librarianship.
- VI. The candidate will analyze, evaluate, and create new knowledge about the major topics covered in the course as they relate to the instructional development role of the school librarian.

REQUIRED TEXTS

Buzzeo, T. (2008). *The Collaboration Handbook*. Columbus, OH: Libraries Unlimited.

American Association of School Librarians. (2009). *Standards for the 21st-Century Learner in Action*. Chicago: AASL.

AUXILIARY TEXT (Note: Used in LBSC640):

American Association of School Librarians. (2009). *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: AASL.

READINGS

As assigned (see list). Other readings may be assigned as appropriate during the term.

COURSE METHOD

The course will be conducted as a seminar. It is essential that every candidate participate in the discussions of course materials. Participation means active involvement in class discussions. Candidate reads the assigned readings for each week **PRIOR TO THAT WEEK'S MEETING**.

Based on critical examination of course readings, each candidate should develop an analytical stance concerning the issues in the course. The candidates are expected to question, challenge, argue, and discuss issues and topics related to that session's readings. For certain weeks, the class will be joined in the discussion by guest facilitators with specific expertise on the week's topic.

CLASSROOM ENVIRONMENT

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Remember—others may have different perspectives on issues than you, but they still deserve your respect. As another aspect of respect in the classroom environment, turn off or mute all phones and other communication devices during each class session. If you use your laptop or mobile device in the classroom, limit the usage to course-related reasons (i.e., taking notes, access to Canvas, tweeting to share content/knowledge obtained during class).

ATTENDANCE POLICY

Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class. The notification (can be in the form of an email or phone call) must identify the date of class that you will be missing and the reason for the absence, and acknowledging that the information provided is accurate.
2. If a candidate is absent more than TWO times consecutively, the instructor may require documentation signed by a health care professional.
3. If a candidate is absent on days when assignments are due, he or she is required to notify the instructor in advance (via email or phone), and upon returning to class, bring documentation of the illness, signed by a health care professional.

EXTENSIONS

Timeliness is extremely important in graduate work, and extensions will only be available during personal emergencies. Candidates who need to request an extension should discuss the matter in advance with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the assignments will result in a deduction of half of a letter grade for each day the assignment is late.

CANDIDATES WITH DISABILITIES

Candidates with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with the instructor. This should be done by the second week of class.

EMERGENCY PREPAREDNESS

Please check the University's inclement weather number (**301-405-SNOW [7669]**), which is used for inclement weather and other emergency situations. The University announces late openings and closings for snow early each day, not the night before. While local television and radio stations report on University closings, the information is not always correct. Information about the status of the campus is available at <http://www.umd.edu/emergencypreparedness/>. If the campus is closed, please make sure to stay safe. Information about possible rescheduling of course activities will be provided via e-mail and Blackboard once the campus has reopened.

ACADEMIC HONESTY

Work submitted in this course will be individual (unless indicated as group work) and original, in line with the University's Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged.

GRADING

Your grade will be determined through your performance on class participation, instructional strategies sharing (ISS) session, collaboration interview documentation, development of lesson plan (based on the collaboration interview), final project (collaboration with current teachers and school librarian) and evaluation of your collaboration strengths during your final project. The breakdown for grading is as follows:

Collaboration interview - Individual	20 points
Lesson plan + Materials - Individual	20 points
Class participation - Individual	10 points
Instructional Strategies Sharing - Individual	10 points
Final Project (lesson plan, materials, teaching and presentation) - Group	35 points

Evaluation of Collaboration (Peers/Teachers/mentor librarian) - Individual 5 points

Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining your grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative..

Grade range that will be used to determine the final grade for this class is 95+ percentage will be an A; 90-94.9 percentage will be an A-; 85-89.9 percentage will be a B+; 80-84.9 percentage will be a B; and below 80 will be a B-.

Course Schedule

Week/Date	Event(s)/Topic(s)	Readings & Assignments
(1) Sept 5	Introductions Course Overview	
(2) Sept 12	Taxonomy of Collaboration Cooperation Coordination	Buzzeo – Introduction, Chapter 1 & 2 Brown (2004) Montiel-Overall (2006)
(3) Sept 19	Collaboration Data-driven collaboration	Buzzeo – Chapter 3, 4, 5 & 9 McGriff, Harvey & Preddy (2004) Moreillon (2009)
(4) Sept 26	Standards for the 21 st learner – Application and Alignment with Content Standards <i>Guest speaker: Beth McKay (MCPS)</i>	AASL – Chapter 1-4 and Chapter 6-7 AASL (2012) Carter, Dupuis & Hampson (2010) - Video Subramaniam, Ahn, Waugh, Taylor, Walsh & Druin (2013)
(5) Oct 3	Introduction to ISD models Needs assessment	Gustafon & Branch (2007) Thomas, Crow, Franklin (2011) – Chapter 6
(6) Oct 10	Learner analysis Instructional objectives	Callison & Lamb (2004) Turner & Riedling (2003)– pages 116-119 Zmuda & Harada (2008) – Chapter 3
(7) Oct 17	Teaching information literacy – The use of research models <i>Guest Speaker: TBD</i>	Thomas, Crow, Franklin (2011) – Chapter 3 & 4
(8) Oct 24	Teaching information literacy: Instructional strategies <i>Instructional strategy sharing</i>	Small, Arnone, Stripling & Berger (2012) – Chapter 5 <i>Collaboration Interview due</i>
(9) Oct 31	Use of technology in collaboration <i>Guest speaker: Natalie Greene Taylor (UMD)</i>	Buzzeo – Chapter 10 Baratta (2011) Beach (2013) <i>Instructional strategy sharing due</i>
(10) Nov 7	Assessment <i>Guest Speaker: Marti Ladd (MCPS)</i>	AASL – Chapter 5 Buzzeo – Chapter 6 Andrade (2000) Langhorne, Rehmke & the Iowa City Community School District (2011) – Chapter 6 Moreillon & Fontichiaro (2008)
(11) Nov 14	Serving the needs of SPED students <i>Guest Speaker:</i> NO CLASS – ONLINE PARTICIPATION	Cifuentes & Ozel (2006) Subramaniam, Oxley & Kodama (2013) Project ENABLE site
(12) Nov 21	LMS as Instructional Partner – The Challenge <i>Guest Speaker: Beverly Mullen (MCPS)</i>	Buzzeo – Chapter 7 & 8 Rowe (2007) Subramaniam & Edwards (under review) <i>Individual Lesson Plan due</i>

Week/Date	Event(s)/Topic(s)	Readings & Assignments
(13) Nov 28	Thanksgiving Break	
(14) Dec 5	Final Project Presentation	
(15) Dec 12	Final Project Presentation	<i>Final Project due</i> <i>Evaluation of Collaboration due</i>

Required Reading List (all available through course reserves or via direct web link below (unless indicated otherwise). Under Review articles will be available via the Files link in Canvas)

- AASL. (2012). Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner. Retrieved July 25, 2012 from:
<http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk>
- Andrade, H. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5), 13-18.
- Baratta, D. (2011). Your school librarian: A powerful technology partner. *Educator's Voice*, IV, 16-21. Retrieved from
http://www.nysut.org/~media/Files/NYSUT/Resources/2011/March/Educators%20Voice%204%20Technology/edvoiceIV_ch3.pdf
- Beach, R. (2012). Research and policy: Can online learning communities foster professional development? *Language Arts*, 89(4), 256-262.
- Brown, C. (2004). America's most wanted: teachers who collaborate. *Teacher Librarian*, 32(1), 13-18.
- Callison, D. & Lamb, A. (2004). Audience analysis. *School Library Media Activities Monthly*, 21(1), 34-39.
- Carter, Dupuis & Hampson (2010) – Video: <http://www.youtube.com/watch?v=nfeg8MVfkMw>
- Cifuentes, L. & Ozel, S. (2006). Resources for attending to the needs of multicultural learners. *Knowledge Quest*, 35(2), 14-20.
- Gustafon, K. & Branch, R. (2007). What is instructional design?. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (2nd ed.) (pp. 10-16). Upper Saddle River, New Jersey: Pearson Prentice Hall.
- Langhorne, M.J., Rehmke, D. & the Iowa City Community District Schools. (2011). *Developing 21st Century Literacies: A K-12 School Library Curriculum Blueprint with Sample Lessons*. (pages 43-52). New York: Neal-Schuman Publishers.
- McGriff, N., Harvey, C.A. & Preddy, L.B. (2004). Collecting the data: Collaboration. *School Library Media Activities Monthly*, 20(8), 27-31.
- Montiel-Overall, P. (2006). Teacher and teacher-librarian collaboration: Moving toward integration. *Teacher Librarian*, 34(2), 29-33.
- Moreillon, J. (2009). Co-teaching published lesson plans: A recipe for success. *School Library Media Activities Monthly*, 25(5), 29-30.
- Moreillon, J. & Fontichiaro, K. (2008). Teaching and assessing the dispositions: A Garden of opportunity. *Knowledge Quest*, 37(2), 64-67.
- Project ENABLE. Syracuse University. Available at: <http://projectenable.syr.edu>
- Rowe, G.S. (2007). Collaboration: It's a gamble on a fixed schedule. *Knowledge Quest*, 35(4), 44-46.
- Small, R.V., Arnone, M.P., Stripling, B.K. & Berger, P. (2012). *Teaching for inquiry: Engaging the learning within*. (pages 91-122). New York: Neal-Schuman Publishers.
- Subramaniam, M., Ahn, J., Waugh, A., Taylor, N.G., Druin, A., Fleischmann, K. & Walsh, G. (2013). Crosswalk between the framework for K-12 science education and Standards for the 21st century

- learner: School librarians as the crucial link. *School Library Research*. 16. Available at: <http://ter.ps/2r1>
- Subramaniam, M., Oxley, R. & Kodama, C. (2013). School librarians as ambassadors of inclusive information access for students with disabilities. *School Library Research*, 16. Available at: <http://ter.ps/22z>
- Thomas, N.P., Crow, S.R. & Franklin, L.L. (2011). *Information literacy and information skills instruction: Applying research to practice in the 21st Century School Library*. 3rd ed. (pages 33-76 and 91-126). Santa Barbara, CA: Libraries Unlimited.
- Turner, P.M. & Riedling, A.W. (2003). *Helping Teachers Teach: A School Library Media Specialist's Role*. (pages 116-119). Westport, CT: Libraries Unlimited.
- Zmuda, A. & Harada, V.H. (2008). *Librarians as Learning Specialist: Meeting the Learning Imperative for the 21st Century*. (pages 47-71). Westport, CT: Libraries Unlimited.

Assignment Description

Collaboration Interview (20 points – Deadline: Oct 24 2013 at 6.00 pm)

This assignment is designed to enable you to practice your skills in conducting need assessment, learner analysis, and using the Standards for the 21st Century Learner in Action guidelines. Each candidate is expected to conduct an interview with ONE teacher and submit an analytical and reflective paper based on the interview. Do not identify the teacher in your report – you can use a pseudonym. Candidates will find teachers of their choice, and it is recommended that candidates attempt to find teachers as soon as possible, and conduct collaboration interviews after class session on October 10. This assignment requires the administration of skills learned in class sessions between Week 2 through Week 6.

In the first part of the interview, request information from each teacher about their curriculum area (for middle and high school teachers), the grades they teach, their teaching experience, the primary resources they use, particular units they enjoy teaching, the nature of their student body, the help that they are currently getting from their school librarians and would like to get from school librarians. Submit a report that summarizes each of these points above, and indicating the exact questions that you have asked. Also explain in your report, the respective teachers understanding of the role of school librarian as an “instructional partner”. You are required to obtain the interpretation of the role of school librarian as an “instructional partner” from the teacher and compare it to the defined role of school librarian that you have obtained from the readings and the class. This section is best written in question and answer format. The first part of the interview must not exceed 3 pages (single spaced).

In the second part of the interview, based on the particular units the teacher enjoys teaching, ask the teacher to choose one unit that she/he really need the help of a school librarian. It is expected that most teachers may suggest a lower level of collaboration such as in the cooperation level. It is your responsibility to convince and direct them to attempt collaboration at a higher level. Based on their input, fill the *Collaboration Planning* form available at the *Files* area in Canvas (Collaboration Interview Assignment folder) together with the teacher for that particular chosen unit of their interest. With the exception of the *evaluation of the collaboration interview*, other sections must be filled out together with the teacher. There may be sections (such as Resources, Standards for the 21st Century learner etc.) in the form that the teacher will want you (the librarian) to decide, and this would be acceptable, and you can do it after your interview. The *evaluation of the collaboration interview* is your reflection on the learning plan that you and the teacher have planned.

Some preliminary examination of each of these areas will allow you to carry out an efficient and knowledgeable interview (about 30-45 minutes in length). You will be using the input that you receive from the teacher to develop lesson plan stipulated in the next upcoming assignment. An in-person interview is essential, and phone or email interviews are not allowed. You are welcome to share completed lesson plan with the teachers, if they would like.

Please refer to rubric available at the *Files* area in Canvas (Collaboration Interview Assignment folder) for grading criteria. As a guide for the collaboration interview process, some potential interview questions are also available in this folder. An excellent example of a Collaboration Interview report is also available. Submit the assignment via Canvas.

Lesson Plan (20 points – Deadline: Nov 21 2013 at 6.00 pm)

The focus of this assignment is to demonstrate your ability to create a library/research/technology/information literacy instructional session in the school library that aligns with the content taught at a grade level and/or subject and to advise teacher on the use of appropriate material/resources or suitable research models upon request by a teacher. Using the lesson plan template (available at *Lesson Plan Assignment* folder in the *Files* link), develop a lesson plan for a session at the library for the unit of study as indicated by the teacher (from the Collaboration Interview assignment). It is expected that the school librarian (you) will play an instructional partner role in accomplishing the goals and standards for this unit. Use the input that you have from the *Collaboration Interview*.

Because of the focus of this assignment, I have added some items that are not typically included in a lesson plan such as *Justification for choice of instructional strategies*, *Justification for selection of materials and resources used* etc. The purpose of this addition is to demonstrate your understanding of the concepts that we had learned in class.

Below are some additional clarifications on some of the components in the lesson plan. The other items are all self-explanatory.

Item 7 - Learner Characteristics: Describe the learners for whom you'll be designing this instruction. Who are these learners? What are their interests, needs, abilities, language fluency, do they have IEPs etc? Describe all the learner characteristics that will be relevant in the design of the instruction. Create a brief but detailed profile of your students that will guide your choices of instructional objectives, strategies, activities, etc. This could be easily derived from the first part of the Collaboration Interview assignment.

Item 8 – Instructional Objectives: Write a minimum of two objectives for the lesson. Write each objective according to the ABCD format.

Item 12- Justification for choice of instructional strategies and research models: Indicate the instructional strategies and/ or research models that you have chosen for this lesson. Justify why these instructional strategies and/or research models that you are suggesting is the best for learning to take place and to achieve the indicated standards and objectives.

Item 15 - Justification for selection of materials/resources: Justify why you have decided to use the materials/resources stated in item (13) and (14). Explain why you think these materials/resources work best for the unit.

Item 16 - Assessment: Create one or more assessment instrument that assesses students' learning that corresponds to the objectives (please explain how the components in the assessment evaluates each objective for this lesson) for the library instruction. Indicate if the assessment instrument will be a presentation, a research project, a portfolio etc. and you must create these instrument(s).

Details on the distribution of weight of the allocated 20 points for each component in the lesson plan can be found at the lesson plan template. Submit the assignment via Canvas.

Class Participation (10 points)

As mentioned earlier, this is a discussion-based course and is conducted in a seminar format. You are expected to read all of the readings, to think through the issues raised in the readings, and to articulate your thoughts on the materials. Clearly, you need to attend class to participate in the discussions. The syllabus is built upon 10 weeks of active discussion, while other weeks are dedicated for course introduction, and final project presentations (which you must also attend). Attendance will be taken every week, with absences being excused in cases of illness, religious observances, and other reasons in line with university policies, or if the university is closed due to inclement weather. *In order to receive an excused absence, the instructor should be notified in advance of the class meeting* (see attendance policy above). If you miss one or two classes during the weeks of active discussion due to illness, religious observances, and other reasons in line with university policies, your participation during the Q&A sessions during the final presentations will be considered.

Instructional Strategy Sharing (10 points - Deadline: Oct 31 2013 at 6.00 pm; Sharing session: Oct 24 2013)

The use of instructional strategies such as modeling and practice, demonstration, lecture, role-playing and many more in information and digital literacy instruction requires a sound knowledge of how instructional strategies typically used in the classroom can be adapted for such instruction. In this assignment, you will find an excellent example of use of an instructional strategy in information literacy instruction and share with the class on Oct 24, 2013. You will do the following during the presentation (no more than 10 minutes):

- Share the source of the lesson (either through your school district, extracted from the web, or something that you have developed yourself);
- Describe how the lesson was facilitated and taught, by paying special attention to the instructional strategies that are used;
- Describe the instructional strategies that were used, and why do you think that it works best for the lesson that is being facilitated;

By Oct 31 2013, you will post the lesson plan and your presentation slides (or link) on the Discussion Board in Canvas.

Final Project (35 points (5 points for in class presentation) – Deadline: Dec 12 2013 at 6 pm)

The focus of this assignment is to demonstrate your understanding of the entire instructional design process and your role as school librarian serving as an instructional partner at a school. You will work in small groups (no more than three in a group – self selected) and collaborate with teachers and practicing school librarians who have agreed to allow you to co-develop lesson plans that will integrate the Standards for the 21st Century Learner into the content curriculum. For those of you who are teachers or doing your internship, you can work with a teacher and the school librarian in your schools. If you will be working with teacher and librarian from the school where you will be completing your internship, be sure that this project is distinctive from the other projects that you complete for the internship. When in doubt, please check with the instructor. If you are not doing an internship this semester or are not currently working in a school, the instructor will work with you to find locations/schools where you can complete this project through the *Professional Development Schools* that work with College of Education.

You will work with teachers in co-planning the instruction/lesson plans for the selected projects using the Collaborative Planning Form (use the form that you have used for the Collaboration Interview assignment), and co-teaching and co-assessing the outcomes of the lessons taught. The school librarians in these schools are not involved in designing the units, but function as a liaison between the student group and the teacher. In this project, you will work on your plan (1) to gain experience in collaborating with teachers to design instruction; (2) to tie the Standards for the 21st Century Learner directly to subject-matter learning, thus making specific links between the library program and the curriculum; (3) to utilize various instructional strategies that are best suited for the information literacy instruction and (4) to ensure that the instruction incorporates the meaningful use of information resources, instructional strategies and assessment.

The project developed over the course of the term has four parts:

- A. A complete and detailed written plan for the development of one or more lesson plans for a particular unit(s) and for a particular audience, involving information literacy skills within a particular subject matter area, incorporating specific technology-based learning resources, and with particular attention to student assessment. This written plan includes the complete description of the audience, content standards, the AASL standards, learning objectives, description of prior knowledge of students, lesson plan(s) for the library/research/media instruction involved, the actual development of supplemental materials as needed (such as graphic organizers, pathfinders, handouts) and actual assessment related items such as rubrics or checklist. You will use the format for the lesson plan used by the county. If it is not available, candidates may request a lesson plan template from the instructor;
- B. Your group will teach at least one session of the planned lessons indicated in (1) in the school. During this instruction, you must discuss and support the ethical use of information, intellectual freedom and privacy of users;
- C. You administer assessment developed in (A) and analyze the effect of your instruction in information literacy learning in students by employing a variety of assessment methods; and
- D. You will present (A) through (C) above at the end of the semester in class. Each group will have 45 minutes to present.

You will send a thank you e-mail to the teacher and school librarian that you have worked with indicating what you have learned from working together with them, and thanking them for their time and

effort. Please copy the instructor in your communication.

You will submit (A) in paper and electronic form to the school librarian and you will submit (A) through (D) above via Canvas. The rubric for this assignment is available in the *Files area* (Final Project folder).

There will be multiple opportunities in class to ask further questions about this assignment.

Evaluation of Collaboration (5 points – Deadline: Dec 12 2013 at 6.00 pm)

As part of your final project, you will be working with your peers, selected teachers and school librarian in the state of Maryland, DC and Virginia to design and develop complete lesson plans for units(s). The teacher(s), the school librarians, and the peers that you will be collaborating in your group will be asked to fill out evaluation forms that will be submitted directly to the instructor. You will also be asked to fill out these forms to evaluate or rate the collaboration efforts made by your peers who were working together with you in this final project. The instructor will assign the final grade based on the rating of your peers, the teacher and the school librarian that you had worked with. All comments are confidential and will not be shared with students.

The evaluation forms can be found in the *Files area* at the Canvas site.