

MEDT 7469

## SUPERVISION OF SCHOOL LIBRARY MEDIA PROGRAMS

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Distance Support: Distance Learning Library Services -  
<http://www.westga.edu/~library/depts/offcampus/>  
Ingram Library Distance Learning Services -  
<http://westga.edu/~library/depts/offcampus/>  
Ingram Sullivan Ingram Library -  
<http://www.westga.edu/~library/info/library.shtml>  
ABCs of Online Learning (Student Tutorial)  
<http://webct.westga.edu/public/ABCMERGER1111/index.html>  
Microsoft Agreement (free Microsoft for Students)  
<http://www.westga.edu/~mcastu/faq.html>

Communication: The official university communication to students is through campus e-mail (myUWG). Be sure to access this several times a week to keep up-to-date on important information.

### **COURSE DESCRIPTION**

Prerequisites – 30 graduate hours and consent of department chair.

A study of the supervision of the school library media program from the district perspective. A field-based experience is included.

### **CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme

“Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. examine the literature concerning media supervision (Information Power, 1998; Wiles, J. & Bondi, J., 2000; Woolls, 1999). (Knowledgeable; LM III Knowledge of Library and Information Studies; NBPTS 1, 2, 3, 4, 5; ISTE 1.4, 2.1, 3.2, 4.2, 5.1, 6.3, 6.5, 6.6, 8.3; AASL 2.1 – 2.0; 3.0);
2. examine the media specialist’s roles document from the *Georgia Library Media Handbook* ([http://www.glma-inc.org/handbook\\_toc.htm](http://www.glma-inc.org/handbook_toc.htm), 2006). (Knowledgeable; LM III Knowledge of Library and Information Studies; NBPTS 1, 2, 3, 4, 5; ISTE 1.4, 2.1, 3.2, 4.2, 5.1, 6.3, 6.5, 6.6, 8.3; AASL 1.0 – 10.8);
3. design a needs assessment (Kavita, 1999; Morrison, Ross, & Kemp, 2004, ). (Knowledgeable; NBPTS 1, 2, 3, 4; LM III Knowledge of Library and Information Studies; ISTE 1.4, 2.1, 3.2, 4.2, 5.1, 6.3, 6.5, 6.6, 8.3; AASL 2.1, 3.0, 3.1—3.5; 4.1—4.5; 7.1; 8.1, 8.2, 8.6, 8.14, 9.4, 9.8, 9.10, 9.11, 10.8);
4. design and deliver an in-service activity for colleagues (ALA & AECT, 1988); (Collaborative; LM X Leadership, Advocacy, and Community Partnerships; NBPTS 1, 2, 3, 4, 5; AASL 2.1—2.9; 3.0, 3.1—3.5; 8.6; 8.10; 8.11; 8.12, 9.1)
5. design a proposal for a state level conference (ALA & AECT, 1988); (Knowledgeable, Proactive; LM III Knowledge of Library and Information Studies, LM VIII Professional Growth; NBPTS 1, 2, 3, 4, 5 ; ISTE 1.4, 2.1, 3.2, 4.2, 5.1, 6.3, 6.5, 6.6, 8.3 AASL 2.1—2.9, 4.0, 4.1, 6.1—6.3, 7.1-7.6, 8.1—8.14, 9.1—9.12, 10.1—10.7);

6. explain the scope of the school library media specialist's responsibilities (Information Power, 1988);  
(Knowledgeable, Reflective; LM III Knowledge of Library and Information Studies, LM VI Administering the Library Media Program; NBPTS 1, 2, 3, 4, 5; ISTE 1.4, 2.1, 3.2, 4.2, 5.1, 6.3, 6.5, 6.6, 8.3 AASL3.0, 3.1—3.5, 10.1—10.3, 10.7);
7. exhibit overall planning competencies by determining a need and designing and submitting a grant proposal (ALA & AECT, 1988);  
(Knowledgeable, Reflective; LM III Knowledge of Library and Information Studies LM VI Administering the Library Media Program; NBPTS 1, 2, 3, 4, 5;)
8. discuss the impact of special groups on the role of the school library media specialist (ALA & AECT, 1988)  
(Culturally Sensitive; LM IX Ethics, Equity, and Diversity; NBPTS 1, 2, 3, 4, 5;)

## TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

**Required Text:** *Information power* (1998). Chicago, IL: American Library Association & Association for Educational Communications and Technology.  
National Board Professional Teaching Standards documents for Library Media. Available online at <http://www.nbpts.org> as .pdf files.

### References:

- Georgia library media handbook: You are the key* - [http://www.glma-inc.org/handbook\\_toc.htm](http://www.glma-inc.org/handbook_toc.htm)
- Georgia Performance Standards - <http://www.georgiastandards.org/>
- Kavita, Gupta (1999). *A practical guide to needs assessment*. San Francisco, CA.: Jossey-Bass Pfeiffer.
- Lethwood, K. (1992). The move toward transformational leadership. *Educational Leadership*, 49 (5), 8-11.
- Morrison, G.R., Ross, S.M., & Kemp, J.E. (2004). *Designing effective instruction*. Hoboken, NJ: John Wiley & Sons.
- Wiles, J & Bondi, J. (2000). *Supervision: A guide top practice*. Upper Saddle River, NJ: Prentice Hall.
- Woolls, B. (1999). *The school library media manager*. Englewood, CO: Libraries Unlimited.

## ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

### Link to Conceptual Framework

This course provides students an opportunity to learn how to effectively supervise the school library media program from the district perspective. A field-based experience is included. Students complete work in multiple formats: readings, readings and critiques, a NBPTS lesson plan, documented accomplishments, a videotape, a field interview, a grant, teaching an in-service workshop, writing a presentation for a conference, a reflection on school library media center

and the law, and a written narrative and reflection on the value of the course. As students progress through this course they are expected to demonstrate achievement in many areas related to the College of Education Conceptual Framework. First, students demonstrate they are decision makers who can select grant and supervision articles to read to enhance their knowledge and skills, individuals to interview, experiences to document for National Board Professional Teaching Standards, content for the videotape of the school media center, a topic for their media presentation and grant proposal, and an in-service workshop to deliver (all assignments). Students demonstrate leadership and are proactive in making improvements in the school through grant writing and training activities in the school (assignments 9 & 10). They also demonstrate their commitment to lifelong learning and enhancing their knowledge in the field through selecting readings in supervision, interviewing media coordinators, documenting their achievements with NBPTS standards, conducting a needs assessment and then writing a grant proposal, planning on making a professional presentation at a state conference, designing and shooting a videotape of the school media center, and making improvements in the school's legal practices related to media (assignments 1 to 8). Students' adaptive and collaborative qualities are addressed through the planning and implementation of a school in-service (assignment 10). Through class discussions on the impact of special groups on the role of the school library media specialist, students will become more culturally sensitive (assignment 11). Lastly, students' reflective skills are further developed as they are asked to think back over the course and indicate in a word document what they felt they learned, was of value, and what aspects of the course needed revisions (assignment 12).

### **Activities and Assessments:**

### **Class Requirements, Attendance, and Participation:**

- All written work must be submitted to the professor via WebCT VISTA mail attachment, WebCT VISTA discussion board, or mailed prior to due date to the professor. All submissions must be word processed using Times New Roman or Arial font, size 12 with 1" borders on all sides. You may single or double space documents (double spaced is preferred as it is easy for the professor to read). Include your name and page number in a header which is right aligned, single-spaced, and boldfaced.
- Please always save your work in an electronic format: disk, flash drive, or CD—and make a back-up copy for peace of mind.
- All late work for which there is no prior arrangement and valid reason will have 5 points deducted per day that the assignment is late. This includes WebCT VISTA assignments as well as face-to-face assignments and presentations.
- Students are expected to attend all face-to-face class sessions, on time and prepared. Valid reasons for missing must be coordinated in advance of the class so appropriate plans can be made for obtaining the materials and information missed. More than one unexcused absence will lower a student's cumulative course grade by 10% per absence. Failure to complete either on-line or face-to-face assignments and accesses will be counted as 'class' absences.
- The key to successful completion of this class is to keep the professor informed of any events that interrupt or delay your work as a student.
- Students are expected to check the course at least **3 to 4 times a week** in order to keep up with communication from the instructor and other students in the class.

- You can expect to get feedback from your instructor within 24 hours. The exception to this will be if the professor is in the middle of traveling when a slightly longer delay may occur.
- All course components must be completed to receive a grade for this class.  
(Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8; Teacher Observation)

### **Class Activities/ Projects:**

1. **Readings and Critiques on Supervision Issues.** Read and **critique** models of supervision / media center or staff evaluation as reported in research/journal articles. You need to review and critique three articles – content-rich articles. Your review and critique should be between 2 to 3 pages in length.  
**Critique 1 due: January 24**  
**Critique 2 & 3 due: January 31**  
(Course Objectives 1, 2, 6, 8; Rubric)
2. **Field Interviews.** Interview at least two district school library media coordinators from two different school systems. This can be in person or via telephone. If not possible, then interview 3 school library media specialist about items they view as issues or problems. You should use your system’s coordinator if there is such a position in your district. Find out some major school library media issues or problems related to any aspect of the school library media program (in a system or the media field in general). These issues include staffing, personnel, patrons, volunteers, budget, publicity, facility, collection, policies, services, evaluation etc.). Be sure to inquire about how laws impact the school library media program. Prepare a presentation of your findings for each interview by typing up your interview questions and answers. The PowerPoint [PPT] presentation should be 5-6 minutes. This information will be shared at our **March 17<sup>th</sup> meeting** and posted on WebCT. **Due: February 28.**  
(Course Objectives 1, 2, 3, 4, 5, 6, 7, 8; Written document, Rubric)
3. **NBPTS Document 1.** Using the **National Board Professional Teaching Standards** portfolio document for school library media specialists, design a lesson plan (any format) that meets the requirements of entry 1: Instructional Collaboration. (This would include student work samples if submitting for NBPTS certification.) Include a summary that explains all aspects so another library media specialist could teach from your directions/instructions. Tie this summary to specific NBPTS standards and national standards—*Information Power* and NBPTS. USE ONLINE DOCUMENT FOR ASSIGNMENTS 3-7. ( [www.nbpts.org](http://www.nbpts.org) ) **Due: February 10, Presentation: March 17**  
(Course Objectives 1, 2, 6, 8; Rubric)
4. **NBPTS Document 2.** Using the **National Board Professional Teaching Standards** portfolio document for school library media specialists, design a lesson plan (any format) that meets the requirements of entry 2: Fostering an Appreciation of Literature. (This would include a 15 minute video plus 2 minute pan if submitting for NBPTS certification.) Include a summary that explains all aspects so another library media specialist could teach from your directions/instructions. Tie this summary to specific NBPTS Standards and national Standards—*Information Power* and NBPTS. **Due: February 17, Presentation: March 17**  
(Course Objectives 1, 2, 6, 8; Rubric)

5. **NBPTS Document 3.** Using the National Board Professional Teaching Standards portfolio document for school library media specialists, design a lesson plan (any format) that meets the requirements of entry 3: Integration of Instructional Technologies. (This would include two 10 minute videos if submitting for NBPTS certification.) Include a summary that explains all aspects so another library media specialist could teach from your directions/instructions. Tie this summary to specific NBPTS Standards and national Standards – *Information Power* and NBPTS. **Due: February 24, Presentation: March 17** (Course Objectives 1, 2, 6, 8; Rubric)
6. **NBPTS Document 4.** Using the National Board Professional Teaching Standards portfolio document for school library media specialists, write up 1 documented accomplishment from each of the three areas in Entry # 4. Your total of 3 accomplishments should be no more than 1 page each, double-spaced. Provide photocopies of the documentation to document your write up.  
**Due: March 3, Presentation: March 17**  
(Course Objectives 1, 2, 6, 8; Rubric)
7. **Video.** Using the National Board Professional Teaching Standards portfolio document for school library media specialists, create a **two**-minute video pan of your library media center as outlined in Entry # 2, Appreciation of Literature. Include the spoken explanation on the videotape. **Due: February 10 [script], Presentation: March 17**  
(Course Objectives 1, 2, 6, 8; Rubric)
8. **Conference presentation.** (*You may opt to team up and do this activity as a pair.*) Reflect on your media strengths, and based on this reflection, design a proposal for a state level conference (such as COMO, GAETC or other appropriate professional conferences).
  - ◆ Write up a summary of the entire presentation, including support materials you will use.
  - ◆ Provide examples of any handouts, PPTs, etc. you will use.
  - ◆ You may use any proposal form from this year. If there is a form available for 2006, please use it.
  - <http://www.glma-inc.org/>
  - [www.ala.org](http://www.ala.org)
  - [www.ala.org/AASL](http://www.ala.org/AASL)
  - <http://www.coe.uga.edu/gachildlit/conference/submit.html>**Due: April 14, Presentation: April 28** (Course Objectives 1, 5; Rubric)
9. **Writing grants** Research and design a grant proposal for a major expenditure of a school library media center. This proposal can be one you intend to submit to a funding agency. A copy of the completed proposal will be required. Search online for grant writing proposal assistance. Network with district library media specialists for building-level, regional, and district grants. These are a less stressful, less rigorous way to get into grant writing. (Note instances in which special students or minority groups are impacted.) Include sources which you used to assist you in your proposal. **Due: April 21, Presentation April 28**  
(Course Objective 1, 2, 6, 7, 8; Rubric)

Possible Grants/ Funding Resources to refer to for grant writing assignment:

- [http://www.glma-inc.org/awards\\_grants.htm](http://www.glma-inc.org/awards_grants.htm)
- <http://www.ed.gov/funding.html>
- <http://schoolgrants.org> school grants across the nation
- <http://www.cocacola.com/> funds offered by Coca-Cola Foundation ([http://www.youthdevelopment.coca-cola.com/ach\\_reading.html](http://www.youthdevelopment.coca-cola.com/ach_reading.html))
- <http://www.ed.gov/Technology> federal government's technology programs and links to sources of grant moneys.

**10. Needs Assessment and In-service workshop.** (*You may opt to team up and do this activity as a pair.*) Design and deliver an in-service component for the teachers, school library media specialists, or paraprofessionals in your school or school district based on a written needs assessment. This can be a one-hour, team-level or grade-level in-service. It does not have to involve a majority of your faculty. (Remember, the in-service workshop should stem from the written needs assessment). The needs assessment and a write-up of the activity will be required. You may search online for needs assessment documents and modify it/them as necessary to fit your situation. Document which sources you used/modified in your write-up. **Due: April 7, Presentation April 28** (Course Objective 1, 2, 3, 4, 8; Rubric)

**11. School library media centers and the law.** All aspects of our lives have legal consequences, including the use of the school library media centers or the day to day operation of the school library media centers. Discuss any legal issues that may arise in any aspect or operation of your school library media center (Give as many as you can---staff, circulation, equipment, collection, patrons, hours of operation, furniture, etc.) Give a written report with appropriate citations or a reflection on the presentation in class by our guest speaker. (Check off) **Due: April 21, by posting to WebCT; Not to be included in Presentation at last class.** (Course Objective 1, 2, 4, 8; Knowledge, Skill, Disposition; Rubric)

**12. Written reflection.** Submit two page narrative of what you learned and what benefited you the most from this supervision course. Which components were most helpful and which components were least helpful, and why. (Check off) **Due: April 27 by 9:00 p.m. to my WebCT VISTA email, Not to be included in Presentation at last class.** (Course Objective 1, 2, 3, 4, 5, 6, 7, 8; Rubric)

### Evaluation Procedures:

#### Grading Policy:

Grades will be assigned based on the below point system.

ACTIVITY	TYPE OF ASSESSMENT	POINTS
Readings and critique on models of supervision and/or evaluation (3)	Rubric (3 pts. each)	9
NBPTS Document 1	Checklist	8
NBPTS Document 2	Checklist	8

NBPTS Document 3	Checklist	8
NBPTS Document 4 (Documented Accomplishments)	Checklist	8
Videotape [2-minute pan & script]	Checklist	3
Field Interviews [ 2, 3, Or 4 persons]	Rubric	8
Grant writing	Rubric	10
Needs Assessment and In-service workshop ( <b>May be pair</b> )	Checklist & teacher observation	15
Conference presentation ( <b>May be pair</b> )	Rubric	10
SLMC and Law	Check off	8
Written reflection	Check off	2
Class participation	Teacher observation	3

Grades will be based on the following percentages:

A = 100-92%; B = 91-82%; C = 81-70%; F = below 69%

### **ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the 2006-2007 Connection and Student Handbook and the Graduate Catalog

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

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### **Professionalism**

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face to face or online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time
- Arriving at and leaving class punctually
- Treating class members and colleagues with respect in and out of the classroom
- Eliminating interruptions in class. This includes cell phones, beepers, i-pods and so forth.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

## DISABILITY POLICY

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the University of West Georgia Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve>. Any student with a disability documented through student services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.

## TENTATIVE COURSE OUTLINE

Week	Activity	Assignments	Location of Class
<b>1</b> <b>Jan 13</b> <b>to 20</b>	Come to the first class on the <b>20<sup>th</sup></b> having accomplished the following: 1. Class introductions and photos. Introduction to WebCT VISTA Discussion Board. 2. Read syllabus to get an overview of projects. 3. Download and read the documents for NBPTS. 4. Examine Information Power. 5. Begin critique readings. Course Introduction/Questionnaire, location info for pairs. Set up pairs, if desired for projects in class on 20th. NBPTS & projects overview.	*Post your Introduction & a photo to WebCT *Read everyone's intro & make 3 connections to others in <u>one (1) posting</u> to the Discussion Board [What do you share in common with others in the class?] *Work on readings and critiques * Print out NBPTS information & Brainstorm NBPTS document ideas	WebCT VISTA post
<b>2</b> <b>Jan 27</b>	*Post first reading/critique by 9:00 p.m. on <b>24th</b> Continue working on readings and critiques. Contact Media Coordinators or 3 SLMSs for interviews. If in large system, all class members for the same system should plan together for an interview.	*Begin conducting 2 or 3 interviews * Work on 2-minute pan of LMC [Do not seek perfection!]	WebCT VISTA post
<b>3</b> <b>Feb 3</b>	*Post second & third reading/critique by 9:00 p.m. <b>Jan 31</b> . WebCT VISTA Live Classroom meeting	Continue interviews	WebCT VISTA LIVE CLASSROOM

	<p>online – assigned times National Board Professional Teaching Standards for school library media specialists discussion Discuss NBPTS ideas. Continue interviews. *2 minute video pan is due-share during presentation on <b>March 17</b>—*post running script to WebCT VISTA by 9:00 p.m.</p>		<p>MEETING ONLINE <b>10 AM</b> <b>11 AM</b></p>
<b>4 Feb 10</b>	<p>NBPTS document 1 due. Post NBPTS Document 1 to the WebCT VISTA Discussion Board by 9:00 p.m. today Document 2 – continue work</p>	NBPTS Document 1	
<b>5 Feb 17</b>	<p>Post NBPTS Document 2 to the WebCT VISTA Discussion Board by 9:00 p.m. today</p>	<p>Submit NBPTS Document 2. Begin work on NBPTS Document 3.</p>	WebCT VISTA post
<b>6 Feb 24</b>	<p>Post NBPTS Document 3 to the WebCT VISTA Discussion Board by 9:00 p.m. today</p>	<p>Submit NBPTS Document 3. Begin work on NBPTS Document 4.</p>	WebCT VISTA and post
<b>7 March 3</b>	<p>*Post NBPTS Document 4 to the WebCT VISTA Discussion Board by 9:00 p.m. today</p>	<p>Begin work on conference presentation, grant, and needs assessment / in-service <b>Conference presentation and needs assessment / in-service may be done in paired groups.</b></p>	<p>WebCT VISTA post View PPT on grants</p>
<b>8 March 10</b>	<p>WebCT VISTA Live Classroom meeting Discuss conference presentation, grant writing, and NA / in-service ideas, if needed. Various times will be set up depending upon individual requests.</p>		<p>WebCT VISTA Live Classroom by appointment during this week</p>
<b>9 March 17</b>	<p>Presentations: NBPTS Document 1, 2, 3, &amp; 4 Discussion of trends &amp; issues &amp; projects</p>	<p><b>Continue</b> work on conference presentation, grant, and needs assessment / in-service</p>	<b>Face-2-Face</b>
<b>10 March 24</b>		<p>Continue work on needs assessment/in-service workshop</p>	
<b>11</b>	<p>Post Grant &amp; Conference Presentation to</p>	<p>Continue working on</p>	<p>WebCT VISTA</p>

<b>March 31</b>	WebCT VISTA Discussion Board by 9:00 p.m. today <u>WebCT VISTA Live Classroom</u> Discuss needs assessment/in-service and school library media centers and the law according to individual student needs.	needs assessment / in-service workshop	Live Classroom by appointment
<b>12 April 7</b>	Post Needs assessment/in-service workshop to WebCT VISTA Discussion Board by 9:00 p.m. today	Begin work on SLMC and the law	WebCT VISTA post
<b>13 April 14</b>	Post School library media centers and the law report due to WebCT VISTA Discussion Board by 9:00 p.m. today.	Work on final presentation	WebCT VISTA post
<b>14 April 21</b>	<b>School library media centers and the law report due. Posted to the WebCT VISTA Discussion Board by 9:00 p.m. today.</b>		<b>WebCT VISTA post assignment due</b>
<b>15 April 28</b>	<b>Last class PowerPoint Presentation of projects: Grants, In-service</b>		<b>Face 2 face</b>

### Assignment Due dates:

**Jan 13 through 20 – Introduction & a photo to WebCT**

**Jan 13 through 20 – 3 connections to your classmates in 1 e-mail; establish pairs, if desired – face-to-face class.**

**Jan 24 --- Critique 1**

**Jan 31 --- Critique 2 & 3**

**Feb 10 --- Present 2 minute video pan script (pan presented March 17);**

**Feb 10 --- NBPTS Document 1**

**Feb 17 --- NBPTS Document 2**

**Feb 24 6 --- NBPTS Document 3**

**March 3 --- NBPTS Document 4 (3 accomplishments plus evidence)**

**March 17 --- Face-2-Face: Present NBPTS 1, 2, 3, 4, pan,**

**March 31 --- Grant proposal**

**April 7 --- Needs Assessment and In-service**

**April 21 --- School library media centers and the law report**

**April 27 – Written Reflection**

**April 28 --- Face-2-Face: Presentations: Grant; In-Service**