

Spring 1998**Course Title: Curriculum and Instruction****Number of semester credits: 3**

This course focused on the design of school curriculum and instructional strategies that provide students with learning experiences that are meaningful and relevant to their lives. Curriculum and instruction techniques that are applicable to Native American, especially Navajo, students were investigated. The historical perspective of curriculum development and implementation was also explored. From a Library point of view the focus was Study Skills Curricula. The product of this class was a paper and an outline for a study skills curriculum.

Course Title: Decoding of Reading Skills**Number of semester credits: 3**

This course was an overview of the history and current theories of reading skill development. The purpose was to become familiar with the philosophical and research bases of various reading techniques. Emphasis was placed on Whole-Language and Vygotsky philosophies and techniques. Motivating hesitant readers was investigated. Evaluation of Reading Programs was explored. Importance was placed on acquiring new strategies for instruction and assessment, especially the Standardized Test for Assessment of Reading (STAR) and Accelerated Reader (AR). The product of this course was a paper and the implementation of a reading promotion program.

Course Title: Secondary Reading Methods**Number of semester credits: 3**

Studied an integrated approach to the teaching of reading particularly for the secondary grades 7 - 12. The course explored knowledge of skills needed by students for reading in content area textbooks as well as instructional strategies for teaching reading with content area materials. Teaching techniques for advanced established readers were examined, especially as they relate to the Accelerated Reading Program and Whole Language Philosophy. The product of this class was a series of lessons, created and conducted, regarding textbook reading.

Course Title: Technology in the Classroom**Number of semester credits: 2**

This course's focus was on the hardware, software, and classroom techniques that facilitate the use of technology in teaching. Hyperstudio software was learned and taught to one student. The educational applications of Hyperstudio were explored. Methods for creating classroom portfolios and student projects, enhanced by multimedia presentations, were another component of this course. A presentation on the subject was given at the May 1998 Prescott College colloquium, including handouts, several Hyperstudio demonstrations, and a Power Point presentation.

Course Title: Foundations of Education**Number of semester credits: 3**

Study of students from various backgrounds, especially Native American, purposes and history of public education, major educational theorists, and the scope and sequence of curriculum were all studied in this course. Of special significance and focus was the history of Native American education history and practices. This produced a paper on the development of Native American education. An investigation into the development of the school library and school librarians was conducted and a paper was written on the subject.

Course Title: Reading Practicum**Number of semester credits: 1**

Worked with three individual students to improve their motivation for reading and their reading skills.

Fall 1998**Course Title: Research And Reference****Number of semester credits: 3**

I studied elements of library research necessary to complete inquiry-based projects for secondary students, including needed reference components and bibliographies. I gained knowledge of reference sources, services, and research strategies. Types of materials that were explored included both print and electronic. The computerized references were CD-ROMS and the Internet. The CD-ROMS were encyclopedias, periodicals, atlases, dictionaries, thesaurus, and almanacs. I attended a workshop on *Using the Internet in the Classroom*. The final project was a lesson plan and Power Point presentation to be given the next semester at a Prescott College Colloquia. This presentation gives a demonstration of a CD-ROM Reference Library of 10 resources and of the Internet as a reference tool, including how to cite web pages.

Course Title: Student Teaching Practicum**Number of semester credits: 3**

THREE CLASSES OF LIBRARY STUDENTS - did specific skills lessons on planning, starting and finishing projects, using the technology of the library - circulation activities, cataloging activities, periodicals searches, using the Internet, drafting to complete writing assignments, Dewey Decimal classification. Each student chose personal work assignments and projects and was graded on written assignments and completion of work assignments and projects. Planned and executed the plans for field trips and had parent conferences two times during the semester.

SEVERAL STUDY SKILLS LESSONS - created the curriculum for and the individual lesson plans and worksheets for: time management, good study skills, decision-making and critical thinking (comparing three Native American cultures). These lessons utilized videos that were broadcast over the High School TV network. They reached 11 classes at least two times per week. This was a new curriculum for the school and was favorable written up in the school newspaper.

GUEST SPEAKER ON READING - I met with 7 classes as a guest speaker on the subject of reading. Partially these were motivational talks to improve involvement in our Accelerated Reader program and partially they were strategy sessions on learning how to read textbooks more efficiently.

Course Title: Cataloging And Classification**Number of semester credits: 3**

I studied cataloging print and non-print materials for storage and retrieval. I learned about the history, theories, and practices used in organizing bibliographic data and information. Both manual and computerized processes were studied including doing about 30 complete and original MARC (machine readable cataloging) records. The theory of classification, especially the Dewey Decimal system, and subject catalog searches, both Library of Congress and Sears subject approaches to information, were explored. Emphasis was placed understanding the Follett cataloging software in the RPCS library. I wrote a paper about these topics and a plan was conceived to improve the knowledge of the users of the RPCS library and to upgrade the cataloging of the library. A Hyperstudio, electronic, learning tool was created to aide students learning how to do computerized catalog searches by subject.

Course Title: Growing And Learning Theory**Number of semester credits: 3**

The subject matter covered from early childhood through the secondary level - evaluation of student behavior changes, advanced principles of human psychology, child development and learning, promotion of student's self-image and motivation and current principles of learning. I specifically investigated the Navajo theory of child development as it applies to learning theory. The project for this course was a paper on the learning styles of Native American, specifically Navajo. I included data from completion of the Renzuli Learning Styles Inventory done by students enrolled in my Student Teaching Practicum advanced study skills class.

Course Title: Library Practicum**Number of semester credits: 3**

CATALOG BOOKS -Cataloged 30 books that were not cataloged in the RPCS computer and for which we did not have computerized data.

VISITS TO OTHER SCHOOL LIBRARIES - I visited at 3 other libraries, two college and one high school, to discover how they conduct the major functions of the library.

MAKE HYPERSTUDIO FOR TEACHING RESEARCH SKILLS - A Hyperstudio presentation for students to use to learn how to do a search for books or other library materials was created.

MEETINGS WITH THE PRACTICUM SUPERVISOR - I met with my Practicum supervisor this semester to evaluate my goals and activities. She reviewed my written course work, including my Cataloging and Classification Paper and the lesson plan for my presentation on Using Electronic References.

Spring 1999**Course Title: Assessment / Evaluation Of Learning****Number of quarter credits: 4**

I examined the basic principles involved in the construction, selection, evaluation, interpretation, and use of tests in the field of education. I learned about making accurate decisions about student performance based on the gathering of information from both traditional and non-traditional methods. I examined the assessment of exceptional students, using multiple intelligences and the referral process. Topics of this course were Essay Tests, Objective Tests, Standardized Tests, Portfolios, the California Learning Record, and Rubrics assessment methods. An important aspect of my research was the correlation between instruction and assessment. I used lesson planning to accomplish this objective.

Course Title: Classroom Management**Number of quarter credits: 3**

I covered time management, student self-motivation, instructional equipment, subject centered strategies, discipline and written and verbal communication skills. I investigated the correspondence between student's behavior and level of challenge, success and reward on development of appropriate learning behavior by the student. I wrote a classroom management plan for the secondary library where I was the director. It included parental communication forms and rules and regulations for students to follow in the library, as well as consequences for misbehavior.

Course Title: School Libraries - Native American**Number of quarter credits: 5**

Elements of librarianship and the role of the librarian, historical backgrounds, and current issues in school libraries - services, finances, personnel, evaluation, organization and technical services of the school library. I did this course under the guidance of the Instructors of the *Online Class in Library Studies* designed to cover the most basic elements of librarianship relevant today. I studied the basic issues important in librarianship, current literature in librarianship, and became comfortable with electronic tools and resources common to librarianship today. I found the reading material relevant to my professional situations. I learned about library issues in a Native American context, and acquired practical knowledge through useful writing assignments.

Course Title: Children's And Adolescent's Literature And Cultural Diversity **Number of quarter credits: 3**

I reviewed children's and adolescent's literature, focusing on authors and genres that enhance appreciation and understanding of cultural diversity (especially Native American). Reading and writing response strategies for the development and integration of multicultural literature in the secondary and elementary curriculum were emphasized. I focused on the development of my library's Accelerated Reader and Native American collections, as well as literature for boys and reluctant readers. Another focus was a collection development plan to enhance the curriculum through thematic units and inquiry based education.

Course Title: Student Teaching Practicum **Number of quarter credits: 8**

LIBRARY STUDENTS - did specific skills lessons on planning, starting and finishing projects, using the technology of the library - circulation activities, cataloging activities, periodicals searches, using the Internet, drafting to complete writing assignments, Dewey Decimal classification. Each student chose work assignments and projects. The students were graded on their written assignments and their completion of work assignments and projects.

ADVANCED STUDY SKILLS - created the curriculum for and the individual lesson plans and worksheets for: time management, good study skills, Internet Research, Ten Rules of Success. Software training on *Inspiration* to learn to do effective mind mapping and brain storming. The mid term was an essay test. The final assessment was a video created to share what they had learned with fellow students. Additional assessments used were Multiple Intelligences for documentation of Gifted and Talented Activities and California Learning Record for individualized, multi attribute, narrative assessment.

Fall 1999 & Spring 2000**Course Title: Thesis** **Number of quarter credits: 23**
Collaborating with Teachers for Bibliographic Instruction

Course Description: I studied the principles of identifying, selecting, acquiring, managing and evaluating instructional and informational resources and collaborating with teachers to train students to use those resources in the secondary school library. Development of bibliographic lesson plans, conducting the lessons and student assessment of personal abilities to locate and use information. Selection of print and technology based resources to enhance inquiry education in our curriculum. My thesis reflected three phases of curriculum development, implementation and evaluation of student performance.

Lindsey, Marti. (2000) *Thesis: A Constructivist Study of Developing Curriculum to Teach Internet Information Literacy to Navajo High School Students*. Published by UMI: Ann Arbor, MI