

**LIS 696
Practicum in School Librarianship
Fall 2009**

Fall 2009: Seminar meets 8 Saturdays, 1:00 to 3:40 p.m., starting August 29, 2009.

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Office hours: Mondays and Fridays, 2 to 4 p.m. and by appointment.

Course Description

The purpose of the practicum is to provide fieldwork experience in a selected school library. Through observation and practice, the student will be able to apply skills, concepts, and theories learned in the classroom. This course ideally should be taken near the end of the professional program of study. It is required for students seeking school library licensure in Hawaii. The course may be repeated once for an additional three credits in another semester with the instructor's and advisor's consents.

Recommendation: Generally recommended as a course to take in the last semester of work. Ideally, it should be taken concurrently with either LIS 684 (Administration of School Library Media Centers) or LIS 686 (Information Literacy and Learning Resources).

Core Competencies Addressed

- Professional ethics
- Resource building
- Knowledge accumulation—education and lifelong learning
- Institution management

For a fuller description of each core competency, refer to the LIS website
<http://www.hawaii.edu/lis/program.php?page=corecomp>

Program Learning Objectives

This course addresses the following objectives of the LIS Program enabling students to

- Demonstrate their understanding of the history, philosophy, principles, policies and ethics of library and information science and technology
- Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments
- Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information sources
- Demonstrate an understanding of the principles of administration applicable in libraries, archives and information centers
- Demonstrate basic competencies required for instructional program development in particular information environments
- Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available
- Demonstrate the professional attitudes and interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users

- Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies

As appropriate, faculty members incorporate their research findings in the courses they teach.

Professional Expectations

All students in the Program are expected to become familiar with and adhere to the Professional Expectations posted at <http://www.hawaii.edu/lis/students.php?page=profexp>

Course Learning Objectives

The student will be able to:

- articulate the philosophy, goals, and objectives of the school library
- analyze the activities and programs of the school library in relation to the objectives of both the library and the school of which it is a contributing and supportive unit
- gain experience with a range of professional activities in the following areas—
 - instruction/reference services/programming
 - consultation/planning
 - program advocacy/community outreach
 - collection development and management
 - technology for management and patron/student use
 - financial management/administrative tasks
 - personnel recruitment, training, supervision
 - facility management
 - professional development
- assess and evaluate a school library program based on a rubric in the Hawaii Department of Education's *Libraries for Excellence (LiFE)*
- synthesize and apply skills, concepts, and theories so that competencies gained can be used in an entry-level professional position

The student will provide evidence of having achieved the above objectives through:

- participation in on-site activities and seminar discussions and tasks
- reflective entries in journals
- documentation in portfolios
- assessment of a library media center based on the *LiFE* guidelines

Required Textbooks/Resources

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

American Association of School Librarians. (2008). *Standards for the 21st Century Learner in Action*. Chicago: AASL.

Hawaii Department of Education. (2004). *Libraries for Excellence*. Honolulu, HI: Author. The document is available at <http://sls.k12.hi.us/LiFE/index.htm> [Note: Download and print either the pdf or word version of the entire document.]

Zmuda, Allison, and Violet H. Harada. (2008). *Librarians as Learning Specialists: Meeting the Learning Imperative for the 21st Century*. Westport, CT: Libraries Unlimited.

Teaching Philosophy

Inquiry-driven learning is most effectively achieved when the instructor creates various opportunities for interactive study, application of theory to actual practice, and reflective thinking about lessons learned. In my courses, I use some of the following strategies:

- hands-on experiences at practicum libraries
- seminar discussions with opportunities for synthesis and evaluation
- collaborative problem-solving sessions
- guest resource speakers/field trips
- self-reflection logs
- portfolios of accomplishments

Research Methods

The following research and evaluative methods are incorporated in assignments: critical incident analysis and instructional design analysis.

Course Approval Procedures

1. Student completes an information profile form for the coordinator and informally discusses preferences and past work experiences with the coordinator.
2. Coordinator makes assignments and informs students by e-mail.
3. Student arranges a visit with cooperating librarian.
4. Student prepares a rough draft of the practicum proposal and discusses the draft with the coordinator and the cooperating librarian.
5. Student revises draft to incorporate suggestions made by both the cooperating librarian and the coordinator.
6. Student prepares a final proposal and submits it via email to the coordinator.
[Note: Coordinator emails student with any additions or corrections. Student must make additional copies for himself or herself and the cooperating librarian(s).]

Assignments and Grading

Students are graded Credit/No credit. To receive credit, the student must complete all the course requirements below in a timely manner. Students should be aware that the mere completion of the hours of fieldwork does not assure they will receive credit. Credit is only awarded to those who in the professional judgment of the coordinator and cooperating librarian have successfully achieved their objectives and performed at a satisfactory level while fulfilling the agreed upon practicum hours, assignments, and activities.

Assessment of student performance will be based on criteria addressed in the *ALA/AASL Standards for Initial Programs for School Library Media Specialist Preparation (2003)*.

Students are required to:

1. develop a proposal for the practicum experience.
2. complete a minimum of 120 hours under the supervision of a professional librarian. Students are strongly encouraged to invest more than 120 hours pending agreement from the cooperating librarian.
3. maintain an electronic journal of the practicum and seminar experience.
4. share informal oral progress reports at the seminars.

5. prepare a portfolio of the practicum experience and a brief oral presentation on highlights of the practicum.
6. present a brief oral reflection of the semester's experience at the last seminar.
7. organize a procedural manual for future reference.
8. attend and actively participate in all seminars.
[Note: Neighbor island students, who are doing regular practica, must attend at least 4 of the seminar sessions. Two of these sessions must be the first and last seminar sessions on the course schedule. Neighbor island students, who are doing on-the-job practica, will normally substitute attendance at the 5 seminars required for LIS 680 unless other arrangements are made with the practicum coordinator.]

Technology Requirements

The following are basic requirements for this course:

- access to personal computer with word processing software and web browser
- ability to do basic word processing
- access to and ability to use the Internet
- access to and use of e-mail using UH email accounts

Practicum Expectations

The practicum is a team effort. A student enrolled in the course has a right to expect the cooperating librarian and the coordinator to provide a valuable learning experience. The cooperating librarian and the coordinator, in turn, expect the student to responsibly and proactively shape his/her learning experience.

Student's expectations

<p>Cooperating librarian:</p> <ul style="list-style-type: none"> • introduction to the library, its goals, objectives, history, patrons' needs, administration, services, collections, selection policies, programs, facilities, routines, and procedures. • exposure to and hands-on experience in performing entry level professional tasks. • instruction and mentoring. 	<p>Practicum coordinator:</p> <ul style="list-style-type: none"> • guidance and instruction in writing a proposal. • support and constructive suggestions throughout the practicum. • planning and facilitation of class seminars. • evaluation of the student's proposal, field experience, and portfolio.
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Cooperating librarian's expectations

<p>Student:</p> <ul style="list-style-type: none"> • performance of the objectives stated in the proposal at a satisfactory level of competence. • communication and feedback on observations and hands-on experiences. • appropriate work habits and deportment including adherence to school's dress code. • flexibility, initiative, and resourcefulness. • eagerness to learn and a sense of humor. 	<p>Practicum coordinator:</p> <ul style="list-style-type: none"> • coordination concerning the student's goals and objectives as stated in the proposal. • availability for site, phone, and email conferences. • coordination of at least one site visit to discuss the student's progress with the coordinator and student.
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Practicum coordinator's expectations

<p>Student:</p> <ul style="list-style-type: none"> • open, honest communication. • thoughtful analysis of practicum experiences. • all course requirements met at a satisfactory level of performance. • positive, constructive attitude toward the practicum experience. 	<p>Cooperating librarian:</p> <ul style="list-style-type: none"> • coordination with the administration to obtain approval for participation in the practicum program. • coordination with other members of the staff to enable the student to achieve his/her objectives at a satisfactory level of competence. • discussion with the practicum coordinator concerning problems encountered during the practicum. • time set aside for meeting with the student and coordinator on student's progress.
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Note

Students, who are taking the practicum as on-the-job librarians, will be expected to meet the same course objectives, however, the assignments will be modified to fit their situations.

GUIDELINES FOR ASSIGNMENTS

Practicum Proposal

The proposal is due via email by the 2nd seminar. The intent of the proposal is to give you an opportunity to describe the specific tasks and activities you wish to engage in during your practicum. Your proposal should include:

1. Cover signature sheet (sample on next page).
2. Information about yourself: name, address, phone at work and home, list of courses completed, and list of current courses.
3. Information about your library: name of cooperating librarian, name and address of library, phone number, library hours.
4. Purpose of practicum: short paragraph of your personal reasons for doing a practicum.
5. Objectives you hope to achieve during your practicum.
6. Checklist of activities/tasks you hope to complete in order to meet your objectives; organize this under the following 9 areas:
 - instruction/programming/reference services
 - consultation/planning
 - program advocacy/community outreach
 - collection development and access
 - technology for management and patrons
 - financial management/administrative matters
 - personnel recruitment, training, supervision
 - facility management
 - professional development
7. Evaluation: method you plan to use in assessing how successfully you met your objectives. For example, you may use a 5-point scale like the one below:
 - 1- no opportunity to achieve this objective
 - 2 - minimal opportunity
 - 3 - satisfactory opportunity
 - 4 - more than satisfactory opportunity
 - 5 - excellent, maximum opportunity
8. Work schedule: indicate dates, days of the week and hours you plan to work. A minimum time block of three consecutive hours is required. Most cooperating school librarians also strongly advise that you put in a whole day at least once a week. If you must change your visitation schedule due to emergencies during the semester, please inform your cooperating librarian immediately.

(COVER SHEET - SAMPLE)

UNIVERSITY OF HAWAII AT MANOA
Library and Information Science Program

LIS 696 - Practicum in School Librarianship

Semester, Year

A Proposal for a Practicum in School Librarianship

at

(Name of Library/Information Center)

By

(Name of Student)

Approved by:

Name(s) Cooperating Librarian(s)

Violet H. Harada, Coordinator

Final Portfolio

The portfolio is due at the last seminar. **Organizing a portfolio is a thoughtful activity that invites you to consider your achievements and to reflect on your progress.** The writing should be clear and succinct. Use the first person rather than the third person in your narrative.

IMPORTANT: Turn in one complete portfolio. Since we are building a file of sample portfolios, I will not be returning your work. Evaluations will be sent via email.

The portfolio should include:

1. Title page.
2. Resume.
3. Part 1: Narrative essay.
 - Introductory paragraph: stating where and with whom you did your practicum and the number of hours you completed.
 - Objectives of your practicum and how well you feel you met each of them; include your evaluation ratings for each one.
 - Checklist of tasks accomplished; explanation for any tasks that were not achieved.
 - Reflective section (3 to 5 pages): identify the most valuable things you feel you learned from the practicum; how different courses taken at LIS as well as the seminar helped you in your work; how past personal experiences also affected your practicum work. Provide specific examples in all cases.
 - Philosophy of librarianship (2 to 3 pages): articulate your plan for professional growth that includes the following: (1) your personal philosophy of librarianship based on your observation and participation as well as your past experiences; (2) how you plan to pursue lifelong learning; and (3) how you wish to grow as a contributing member of your school community and the larger professional community.
- ❖ As part of an Appendix to Part 1, please include copies of your electronic logs.
4. Part 2: Achievements. This section includes the various seminar assignments listed below:
 - Completed rubric for evaluation of a library media center based on *LiFE* guidelines.
 - Lesson plans—two lesson plans with assessment data are minimally required. I will provide more specific lesson guidelines in one of the seminar sessions.
 - Reading list or webliography—this should reflect your knowledge of current resources and multicultural diversity in today's student population.
 - Purchase recommendation list—include at least 10 items. Each entry should include full bibliographic citation, price, and a 2 to 3-sentence statement of why the item might be a good purchase selection.
 - Facility assessment—I will provide you with an assessment form to use for this assignment.
 - Facility enhancement—documentation on an activity to enhance the physical appearance and climate of the library.
 - Legal/ethical uses of information—this could be an activity or a product to promote awareness of intellectual freedom, copyright, etc.
 - Advocacy project—we will discuss possibilities in our seminar.

- Outreach to other libraries—this activity should connect your school library with other school libraries or with public, academic, or special libraries.
- Technology use—this activity should promote the use of technology in the library.
- Grant proposal—this is optional.

Note: In addition to the above assignments, you are strongly encouraged to include up to 3 artifacts of your most notable achievements this semester. This is the creative portion of your portfolio. You get to select and display your best efforts! Include an introductory page for each artifact that explains what it is and justify why you feel this is a noteworthy example of your accomplishments.

Possibilities: additional lessons or a unit plan, story hour plan, reading list, pathfinder, evaluation instrument, promotional material, videotape of you conducting a story hour or a lesson, photo layout of a display you created.

Final Oral Reflection

The oral reflection will be presented at the last seminar. This is a chance to share insights and strengths you have gained as a result of your practicum experience. The focus should be on your professional growth, not a description of the library or librarian(s) with whom you worked. Please keep the following in mind as you prepare for it.

1. Be brief (approximately 10 to 15 minutes).
2. Organize your presentation around the following key questions:
 - What specific skills and knowledge did I personally gain as a result of the practicum experience?
 - What were some of my best achievements this semester? Why do I think this?
 - What areas of professional development do I need to work on?
 - What other personal insights did I gain and why are they important to me?
3. Incorporate visuals into your presentation (e.g., handouts, slides, photos, student products).

Reflection E-Logs

Reflection e-logs are to be turned in every other Thursday based on a schedule that will be distributed at the first seminar. The logs must be posted by Thursday midnight. Adjustments will be made for students doing a modified practicum. Logs must be sent to an assigned buddy as well as to me. [If the practicum members wish to share the logs with everyone, we will plan for this.]

In your logs, you have an opportunity to describe and analyze your practicum experiences. The entries also provide me with an opportunity to converse with you on an individual basis. Because the logs are considered a critical learning tool and a means of communication between instructor and student, they must be turned in on a timely basis.

For each log entry, select an event or activity that you felt contributed to your learning, i.e. what we call a critical incident. Incorporate your thoughts on the following questions:

- What exactly happened?
- What did you learn from this experience?
- How would you change or improve what happened?

I expect detailed, thoughtful entries (at least 500 words) that provide rich descriptions of the events selected and your personal reflection about the significance of the event and how this experience contributes to your understanding about the professional role of the school library media specialist. Log entries will be scored as follows:

10 pts	Turned in on time. Exceptional log that (1) focuses on one event or activity, (2) fully describes the event, and (3) provides in-depth commentary about how the incident influenced your thinking about an aspect of the profession.
9 pts	Turned in on time. Log focuses on one event or activity but is more descriptive than it is reflective about how the incident influenced your thinking.
8 pts	Turned in on time. Log summarizes more than one event or activity and is shallow in terms of reflection.
	Tardy logs will have one point deducted for every day that they are late. CRITICAL: LOGS ARE IMPORTANT. TWO TARDY LOGS MIGHT RESULT IN FAILING THE PRACTICUM.

Responding to Buddy Logs

On alternate weeks, you will have the opportunity to respond to a buddy's log. Keep it conversational and informal. Offer ideas, alternate possibilities, or simply positive support. The

buddy responses are also due by Thursday midnight.

Procedures Manual

This is a binder of information that you assemble on your own throughout the semester. The objective is to have you leave the course with practical, "how-to" information kept in an organized, functional manner. You will have an opportunity to share your manual with your colleagues at the last seminar; however, you will not be turning it in.

Possible areas to include:

- Library utilization: hours, schedule, calendar for year, circulation policies, procedures, and evaluation measures.
- Management: procedures for budget planning, ordering, inventory control, lost and overdue materials, processing, collection maintenance, personnel recruitment, training, supervision, evaluation measures.
- Planning: samples of short-term and long-term plans for improvement.
- Materials selection: policies, procedures.
- Technology applications: samples of plan and forms for using technology in library management and instruction.
- Instruction: conceptual frameworks, lesson plan formats, teacher-librarian planning forms.
- Instruction/reference services/programming: procedures, sample units/programs, assessment/evaluation measures.
- Marketing/advocacy/community outreach: samples of publicity and promotions, assessment/evaluation measures.
- Facility planning: assessment measures.
- Personnel: job descriptions, recruitment announcements, training materials for clerical or volunteer staff, evaluation forms.
- Other: library mission/goals, opening/closing of school year guidelines.

LIS 696 Seminar Schedule (Subject to change)

EL = *Empowering Learners*

LiFE = *Libraries for Excellence*

Standards = *Standards for the 21st Century Learner in Action*

Zmuda/Harada = *Librarians as Learning Specialists*

Session	Date	Topics/Assignments	Related Readings
1	8/29	Focus: COURSE INTRODUCTION --Course overview --Work on practicum proposal -- Introduction to <i>LiFE</i> guidelines	EL Appendices A and D
2	9/5	Focus: TEACHING/COLLABORATION --Discuss teaching role of library media specialist (LMS) --Introduce <i>Standards for the 21st Century Learner in Action</i> --Pick a grade level; examine the action sample --Use action sample template for own lessons --Discuss assessments for lessons --Share sources for library instruction --Share ideas for reading lists or bibliographies --Share ideas for promoting the use of technology	Standards – pages 1-61; browse through action examples EL – Chapters I and II Due: Practicum proposal
3	9/12	Focus: ADMINISTRATION --Management of human resources --Budget plans and allocations --Grant writing --Ideas for promoting public awareness of legal and ethical uses of information	EL – Chapter III
4	9/26	Field visit to ALIAMANU ELEMENTARY Focus: Tech tools for teaching and learning **Resource: Patty Louis	Zmuda/Harada – last chapter, “Looking to the Future”
5	10/10	Focus: INFORMATION ACCESS and ADVOCACY --Strategies for library advocacy --Purchase recommendation lists --Dealing with challenges --Ideas for advocacy projects --Ideas for outreach activities with other libraries Log assignment with EL chapter 4 on leadership	EL – Chapters III and IV, Appendices B and C
6	10/24	Field visit to MOANALUA HIGH SCHOOL Focus: WORKING IN A HIGH SCHOOL LIBRARY **Resources: Susan Yokota and Carolyn	Zmuda/Harada – Various chapters

		Morita, librarians Log assignment with Zmuda/Harada text	
7	10/31	Focus: ADMINISTRATION --Photo tours of practicum libraries --Analysis of physical facility using checklist --Assessing the library program using <i>LiFE</i> rubric --Assessing lesson plans --Ideas for enhancing the library	EL – Chapter III
8	12/5	Focus: PERSONAL REFLECTIONS --Sharing insights gained --Sharing procedural manuals --Reflecting on course	Due: Final Oral Reports Due: Portfolios