

Palmer School Goals, Student Learning Outcomes, Evaluation of Internship, Learning Contract, LIS 691

The internship is intended to provide students with a professional experience that demonstrates the nature of the responsibilities and roles of librarians and archivists. The intention is for students have the opportunity to apply the theory and knowledge they have gained through their coursework. Students will be eligible to begin this internship when the following courses have been completed: LIS 510, 511, 512, and 514, and when they have earned a total of 27 credits.

Internship, LIS 691, requires two supervised student-teaching (internship) experiences of at least 20 school days **each** in a school library setting. The class associated with the internship meets a total of three times.

The Learning Contract helps focus the internship and forms a three-way partnership among students, site supervisors who are practicing librarians or archivists, and Palmer School faculty. Site selection is the responsibility of the intern, with the guidance of a faculty advisor, and it is expected that sites are chosen the semester prior to registering for LIS 691. If a student needs suggestions for sites, s/he should contact the Director of the School Library Program. However, ultimately, it is the responsibility of the student to ascertain that the site s/he selects is one that will offer a quality learning experience in an appropriate environment. Internship faculty will assess the intern's performance in consultation with the site supervisor.

The Palmer School Goals and Student Learning Outcomes (SLO's)

The Palmer School has five specific goals that meet its mission of educating information professionals and that align with the ALA Standards. From these five goals, we have selected two main goals (Goal 1 and Goal 4) and specific outcomes that are most applicable to the internship experience. These two goals and outcomes should guide you in your internship. Through your journal entries, we will be able to assess how successfully they were incorporated into your experience.

Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities;

Outcome 1d: Students will communicate effectively with diverse audiences (Assessed through pre-internship activities, such as finding an appropriate site, developing a learning contract in partnership with the site supervisor, choosing appropriate student learning objectives, etc.)

Goal 4: Staff, manage and lead libraries and information organizations of all types;

Outcome 4a: Students will put theory to practice within an information organization. (Assessed through internship/student teaching activities and reflective essay)

The Palmer School Goals and Learning Outcomes

In addition to the Goals and Outcomes named above, we would like you to choose one or possibly two Student Learning Outcomes (SLO's), from the ones listed below, that you hope to achieve during the internship. Paying attention to specific goals ensures a fruitful experience through which you will acquire new skills and apply the skills you already have. *Keep in mind that you need to address at least two specific Learning Outcomes in your internship learning journal in addition to 1d and 4a.*

Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities;

Outcomes: In achieving Goal 1, students will:

- a. explain and apply the foundations and principles of the library and information science professions;
- b. analyze policies and trends affecting libraries and information organizations and the profession;
- c. compare and contrast different types of collections and information organizations;
- d. **communicate effectively with diverse audiences** (*required for Internship assessment*)

Goal 2: Utilize a broad range of approaches, systems, and technologies to manage and deliver information;

Outcomes: In achieving Goal 2 students will:

- a. use professional standards to manage and deliver information resources in a variety of formats;
- b. use systems for organizing and structuring information and knowledge;
- c. search, retrieve and synthesize information from a variety of systems and sources;
- d. evaluate information systems and technologies.

Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations;

Outcomes: In achieving Goal 3, students will;

- a. evaluate and use information resources and services to meet the needs of diverse populations;
- b. develop and deliver information programs designed to meet the needs of specific users and communities;
- c. integrate technology into programs and services.

Goal 4: Staff, manage and lead libraries and information organizations of all types;

Outcomes: In achieving Goal 4, students will:

- a. **put theory into practice within an information organization;** (*required for Internship assessment*)
- b. explain and apply principles and practices of management and leadership;
- c. explain and meet certification and/or licensure requirements for specialized areas of the profession as appropriate.

Goal 5: Contribute to the profession through service, research and advocacy.

Outcomes: In achieving Goal 5, students will:

- a. understand the importance of service to the profession, and continuing professional development;
- b. understand the importance of advocacy on behalf of information organizations and the profession;
- c. understand the fundamentals of qualitative and quantitative research methods;

How Your Internship is Graded

The LIS 691 Internship is a graded course (A, B, C, or Incomplete) that requires completion of two (2) college supervised student-teaching (internship) experiences of at least 20 school days each, at approved sites, working under supervision of professionals in the field. Students will divide their time between elementary (20 days) and secondary schools (20 days).

Academic evaluation is done by the LIS 691 Instructor on the basis of the following:

- development and accomplishment of the students' personal learning objectives
- completion of projects and activities outlined in the Learning Contract
- Maintain a 3.0 grade point average or above in your other classes
- Successfully apply to the sites and complete an interview with representatives at the host sites
- Register for LIS 691
- Arrange a schedule that is mutually agreed upon by both the site supervisor and the student
- Prepare the Learning Contract in collaboration with the site supervisor to be signed by the faculty advisor, the site supervisor, and the student. The Learning Contracts govern the activities and experiences of the intern.
- Submit a Learning Journal that reflects how you incorporated Outcome 1d, 4a, and at least one other Student Learning Outcome into your work.
- the Site Supervisor's Evaluation Form and the Student Teaching Rubric/Checksheet.
- other activities that are part of the internship experience, such as resume / cover letter, posting on the internship blog, class participation, attendance at the three seminars, etc.

School library (LIS 691) interns must submit one Learning Contract for the elementary school site and one Learning Contract for the secondary school site.

LEARNING CONTRACT

Intern's Information:

Name:

Address:

Phone Numbers:

Email:

Site Information:

Name of Site Supervisor:

Title of Site Supervisor:

Site:

Site address:

Contact phone number:

Supervisor's Email address:

Palmer School:

Internship Class Instructor:

Instructor's Email:

Learning Contract Agreement Signatures:

Intern: _____ Date: _____

Site Supervisor: _____ Date: _____

Internship Class Instructor: _____ Date: _____

- c. Discuss an idea or ideas for developing good working relationships or partnerships with supervisors, colleagues, or others with whom you will associate during the internship.
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- 3. Internship Project Description: Describe in as much detail as possible the agreed upon responsibilities for this internship, including service projects that will be left at the site, programs you will take responsibility for, and unique experiences that you develop in partnership with your site supervisor that have not been previously mentioned.

Learning Contract must be given to the LIS 691 Instructor at the start of the term in which the student is interning.

revised 5/6/15