

LIS 691 SCHOOL MEDIA SPECIALIST INTERNSHIP SYLLABUS

LIS 691: School Library Student Teaching Internship

Course Description: This internship is intended to provide students with a professional experience in teaching in a school library that demonstrates the nature of the responsibilities and roles of school librarians in their school environments. The intention of this student teaching internship is for students 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, 620, 622, 626, 629, 712, and a special education course (EDS 600 or 622 or equivalent). All 100 hours of observation/ practicum must be completed. This course is required for NYS teacher certification as a Library Media Specialist.

This course consists of two (2) supervised student teaching experiences of at least 20 school days each, at an approved site, working under the supervision of a certified school librarian. Students will divide their time (240 hours or 40 days) between an elementary school and a secondary school (defined as either a high school and/or a middle school). It is expected that student teaching interns participate in all school library activities, especially dealing with a range of student developmental levels and having experiences with the following student populations: socio-economically disadvantaged students, students who are English Language Learners, and student with disabilities.

This internship is governed by a Learning Contract that forms a three way partnership of students, site supervisors who are practicing school librarians, and Palmer School school library faculty. Although site selection is the responsibility of the intern, with the guidance of a school library faculty advisor, it is expected that sites are chosen the semester prior to registering for LIS 691 and receive approval from the Director of the School Library Program.

During the 100 hours of observation/ practicum prior to student teaching, students should be making contacts with this internship in mind. If a student needs suggestions for sites, contact the Director of the School Library Program. 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 learning environment, to have the opportunity to teach diverse classes and use an automation system. School library faculty will assess the intern's performance in collaboration with the site supervisor. Student teachers will have two observations by faculty: one is a specific teaching observation (required) and the other is an informal visit (optional).

Student teaching intern criteria: Student teaching interns must meet the following criteria:

- A 3.0 grade point average or above
- Successfully apply to the site and complete an interview with representatives at the host site (all school districts have different policies as to the procedures necessary to engage in student teaching; it is up to the students to determine what these are and fulfill the school district's requirements)
- Completed 100 hours of observation/ practicum and required coursework specified above
- Register for LIS 691
- Arrange a schedule that is mutually agreed upon by both the site supervisor and the student
- Prepare 2 Learning Contracts in collaboration with the site supervisors of an elementary school site and a secondary school site, to be signed by the Director of the School Library Program or faculty advisor, the site supervisor (cooperating teacher), and the student. The Learning Contracts govern the activities and experiences of the student teacher.
- Be fingerprinted according to NYSED's procedure (see www.highered.nysed.gov/tcert and click the link for "fingerprinting"; this is necessary for teaching certification as well)
- Begin an application to the TEACH system for NYSED teacher certification

School districts will often require a letter from the Palmer School that substantiates that the intern is a student of the Palmer School. This letter often needs to designate specific dates the intern will be working on site, the name of the cooperating teacher and school name and level. To obtain such a letter, if one is needed, contact Erin Reilly, Palmer School secretary, with the specific name and title of the contact person and the address the letter should go to, as well as the information the site requires. Many school districts require that this be done at least a month before the internship begins. Email Erin at erin.reilly@liu.edu for the letter(s).

Learning Contract:

Students will be required to develop two (2) learning contracts, one for each site. Learning Contracts reflect the **Palmer School Goals**, listed below, which meet Palmer's mission of educating information professionals. These **Goals** and the associated **Student Learning Outcomes** will govern your learning experiences and activities during the internship. At least two specific Learning Outcomes must be individually addressed in your learning journal.

Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities; (*Aligned with: ALA Standards I.2.1, I.2.2, I.2.3 and I.2.10*)

Goal 2: Utilize a broad range of approaches, systems, and technologies to manage and deliver information; (*Aligned with: ALA Standards I.2.1*)

Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations; (*Aligned with: ALA Standards I.2.1, I.2.4, I.2.8, I.2.9*)

Goal 4: Staff, manage and lead libraries and information organizations of all types; (*Aligned with: ALA Standard I.2.1*)

Goal 5: Contribute to the profession through service, research and advocacy. (*Aligned with: ALA Standards I.2.4, I.2.5, I.2.6, I.2.7*)

Student Learning Outcomes

1. 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.

Aligned with: ALA Core Competencies 1A, 1B, 1C, 1D, 1E, 1F, 1G

2. 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.

Aligned with: ALA Core Competencies 2A through 2D, 3A through 3C, 5B

3. 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.

Aligned with: ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G, 7B, 7C,

7D

4. In achieving Goal 4, students will:

- a. put theory into practice within an information organization;

- 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.

Aligned with: ALA Core Competencies 1K, 4A, 4B, 8A through 8E

5. 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;

Aligned with: ALA Core Competencies 1H, 6A through 6C, 7A

The goal of careful selection and attention to your learning outcomes is to ensure the acquisition of new skills, and to give you the opportunity to apply the skills you already have and the new ones you will inevitably acquire during the course of the internship.

Schedule:

LIS 691 will meet as a class three (3) times during the semester which will be noted on the Palmer School course schedule. Students are expected to complete a large part of the 240 hours (40 days) during the time they are enrolled in LIS 691. The optimum condition is for students to complete all 240 hours (40 days) during the semester they are enrolled in 691, but it is permissible to finish student teaching hours during a following semester (this allows students who work some flexibility in completing the time requirements for this student teaching experience).

Student teaching interns are expected to complete all paperwork that results from their internships prior to a grade being given. Those students who do not complete either their hours or their paperwork will be given an Incomplete as a grade until all work is submitted. Seminar topics will include: expectations, goal setting, developing effective resumes and cover letters, sharing of experiences, discussion of realities encountered, applying for NYSED certification as a Library Media Specialist, etc.

Grading criteria:

Student teaching interns will receive a grade of A, B, C, or Incomplete based on the following criteria:

- Learning contract development with emphasis on appropriate and individual student learning goals
- Learning journal that documents learning experiences and activities, time spent, and reflection including observations about the activity's relationship between theory and practice, unexpected realities, interpersonal relationships, or insights

about how the activity/experience will impact your career

- Accomplishment of the student's learning goals as documented in a brief description of projects or activities during the internship and a short reflective essay
- Student teaching lesson observation (see attached rubric/checklist) and submitted lesson plan
- Attendance at all student teaching class meetings and participation in discussion and activities during these meetings
- Resume and cover letter to be used for potential job searches
- Site supervisor's evaluation and comments from both sites