

LIS 691: School Library Student Teaching Internship (Revised 8/16/2017)

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, 627, 629, and 712. All 100 hours of observation/ practicum must be completed before the student teaching internship. This course is required for NYS teacher certification as a Library Media Specialist.

This course consists of two (2) supervised student teaching experiences. In general, the student teaching internship is for 40 days (or 240 hours) to be divided between an elementary and a secondary school setting. Although the general “rule” is to spend 20 days (120 hours) at each site, NYSED allows variations in how the 40 days (240 hours) are allotted. At Palmer, this is done on an individual basis after consultation between the student and the Director of the School Library Program.

It is expected that student teaching interns participate in all school library activities, especially dealing with a range of student developmental levels and that students have experiences with the following student populations: socio-economically disadvantaged students, students who are English Language Learners, and student with disabilities. This is required by NYSED.

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’s School Library faculty. 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, that the intern will have the opportunity to teach diverse classes and to use an automation system. School library faculty will assess the intern’s performance in collaboration with the site supervisor.

edTPA for Library Specialists: The edTPA (Education Teacher Portfolio Assessment) is a certification requirement for those candidates who do not have previous teacher certification in another subject area. The edTPA portfolio is developed during LIS 691. Submission of the edTPA portfolio is a requirement for LIS 691; a copy of the submission should be given to the Director of the School Library Program.

Teaching observations: For those interns who do have a prior teaching certification, edTPA for Library Specialists is NOT required. Those candidates will have at least one teaching observation by the school library internship instructor or the Director of the School Library Media program.

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). There are new procedures as of July 14, 2017 (see Handout or the School Library Handbook.)
- Begin an application to the TEACH system for NYSED teacher certification. The program code you will need is: 26160. Go to: www.highered.nysed.gov/tcert.

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).

Schedule: LIS 691 will meet as a class three (3) times during the semester which will be noted on the Palmer School course schedule. EdTPA candidates will have one additional meeting that is devoted to developing the edTPA portfolio. Students are expected to complete a large part of the 240 hours (40 days) during the time they are enrolled in LIS 691, but it is permissible to finish student teaching hours during a following semester (this allows students who work 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 that are aligned with the Palmer School SLOs (Student Learning Outcomes) – see attached
- 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
- Student teaching lesson observation and submitted lesson plan OR submission of a copy of the edTPA portfolio submission
- 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 (optional, but recommended)
- Site supervisor's evaluation and comments from both sites
- Student's internship evaluation and comments from both sites

Palmer School of Library and Information Science

Long Island University

LEARNING CONTRACT

Participant Information:

Intern/ Student Teacher's Name:

Address:

Phone Numbers:

Email:

Internship/ Student Teaching Site:

Name of Site Supervisor:

School:

Address:

Phone number:

Email address:

Palmer School:

Internship Instructor:

Faculty Advisor:

Evaluation and Grades: 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
- student teaching lesson observation and submitted lesson plan OR edTPA portfolio
- a Learning Journal in which the following are noted: a summary of daily activities with dates and times noted; a reflection on these activities which might include the relationships between theory and practice, unexpected realities, interpersonal relationships, or insights about the relationship between the internship activities to your career objectives
- the Site Supervisor's Evaluation Form
- the Students Evaluation Form
- other activities that are part of the internship experience, such as resume/ cover letter, class participation, attendance at the seminars, etc.

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

Revised Palmer School Goals and Learning Objectives: LIS 691 Activity Examples

Students will prepare to:

Goal 1: Apply the principles, practices, ethics, and philosophy of the profession

SLO 1A: Demonstrate understanding of the ethics and values of the library and information science professions

SLO 1B: Demonstrate understanding of the foundations of the library and information science professions

Students will achieve this through demonstrating these skills:

- Analyze policies and trends affecting libraries and information organizations
- Compare and contrast different types of collections and information organizations

Activity Example: Giving a workshop on copyright, avoiding plagiarism and citing sources for students, parent, or classroom colleagues; workshop or lesson on Creative Commons

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

SLO 2A: apply methods to organize information and knowledge

SLO 2B: retrieve and synthesize information from a variety of systems and sources

Students will achieve this through demonstrating these skills:

- Use professional standards to manage and deliver information resources
- Evaluate information systems and technology
- Evaluate and retrieve information from different kinds of information systems

Activity Example: engaging in original cataloguing or Encoded Archival Description; compiling a bibliography (Livebinder) for resources for a pathfinder or webpage; inputting new student or record data into an automation system; developing lists of websites, blogs, etc. to match resources in an automation system; develop unique organizational patterns for collections

Goal 3: Deliver user-centered services and cost-effective programs

SLO 3A: utilize information sources and services to meet the needs of diverse populations

SLO 3B: design and deliver information programs to meet the needs of specific users

Students will achieve this through demonstrating these skills:

- Integrate technology into programs and services
- Design and provide the services that assist users in accessing information in a designated environment

Activity Example: give a workshop or teach a lesson on new social media site, app, or software; computer classes for older adults; developing a program based on a specific need to a specific type of user; developing or updating the library's website or contributing content to a blog on new technology in the library; demonstration of assistive technologies; creating new collections or ordering new materials based on curricular and/or student needs; developing series of differentiated learning modules or technology lessons for English Language Learners, students with disabilities, or gifted students; creating webliographies, webquests, book talks, etc. based on a subject area and grade level; developing or updating school or library website; teaching lessons on internet safety or evaluation of websites; developing, implementing and assessing inquiry lessons or unit plans based on school curriculum

Goal 4: Staff, manage, and advocate for libraries and information organizations

SLO 4A: explain principles and practices of management

SLO 4B: apply fundamental principles of advocacy for an information organization

Students will achieve this through demonstrating these skills:

- Demonstrate the ability to plan and/or carry-out long term information projects and/or activities
- Demonstrate the ability to market information activities to specific users or patrons
- Show understanding of how an information professional can be an advocate for a specific information organization

Activity Example: collection development; collection management, including weeding; preparing a strategic plan; reconciling a budget; acquisitions activities; ordering new materials based on library needs and interests, including language preferences; collecting patron stories of library's impact; writing for a newsletter to patrons and community leaders; preparing advertising materials to support library programs; community outreach to teens at risk; developing a makerspace or STEAM lab in a library; developing advocacy materials, such as brochures for special events or bulletin boards

Goal 5: Prepare to contribute to the profession through research and service

SLO 5A: demonstrate understanding of how to effectively contribute to the profession

Students will achieve this through demonstrating these skills:

- Explain the importance of service to the profession and continuing professional development as a means to contribute to the profession
- Articulates an understanding of the fundamentals of qualitative and quantitative research methods

Activity Example: attending conferences and workshops; taking a leadership role in an information organization; engaging in action research to solve a challenge of the library