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).

Palmer School Learning Goals and Objectives: The following are the main objectives and assessment methods for the student teaching internship (based on the Palmer School’s Student Learning Objectives).

4a. Students will put theory to practice interning in a library, archive, school, museum or other type of information organization. (Assessed through internship/student teaching activities and reflective essay)

1d. Students will use effective communication skills applicable for specific audiences and user groups. (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.)

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).

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

Learning Contract: Students will be required to develop two (2) learning contracts, one for each site. Students are required to choose from among the following important Palmer School Student Learning Objectives (SLOs) learning to determine personal student learning goals that will govern learning experiences and activities during the internship:

2a. Students will use professional standards to organize, manage, preserve, evaluate and deliver information resources in a variety of forms; activity example: inventory, select new materials or weed collections; develop unique organizational patterns for collections
2b. Students will apply systems for organizing and structuring information and knowledge, such as cataloging, classification and other metadata formation standards; activity example: inputting new student or record data into an automation system; engaging in original or corrective cataloguing.

2c. Students will search, retrieve and synthesize information from a variety of systems and sources; activity example: developing lists of websites, blogs, etc. to match resources in an automation system.

3a. Students will be able to evaluate, select, create, and use information resources, services and programs to meet the needs of diverse user groups, including underserved populations; activity example: creating new collections or ordering new materials based on curricular and/or student needs; working individually with diverse students during class periods in the school library and documenting queries and results; differentiation of student lesson activities and resources based on student learning profiles or interests; developing a series of differentiated learning modules or technology lessons for English Language Learners, students with disabilities and/or gifted students.

3b. Students will develop and deliver information programs designed to meet the needs of specific users and communities; activity example: creating webliographies, webquests, book talks, etc. based on a subject area and grade level.

3c. Students will integrate technology, including emerging technologies, into operational services, as well as instruction and outreach programs; activity example: developing or updating school or library website.

3d. Students will use a variety of technologies to deliver resources and services in accordance with legal, ethical and professional standards; activity example: teaching a lesson on internet safety or evaluation of websites.

3e. Students will possess basic competencies required for instructional program development in information environments; activity example: developing, implementing, and assessing inquiry or information literacy lesson or unit plans based on school curriculum or grade level.

4b. Students will apply basic management principles, processes and practices, including those relating to innovation and strategic planning as well as human resources, facilities, financial and operational functions of a library or other information organization; activity example: revising a budget based on existing fiscal restraints; developing a Learning Commons “space” within the school building or library facility; using the NYSED School Library Evaluation Rubric to assess school library services.

5a. Students will demonstrate the importance of service to and advocacy on behalf of libraries and the profession; activity example: developing advocacy materials, such as brochures for special events or bulletin boards.

The above objectives will provide the framework for the experiences that students develop as their personal learning objectives for “skills acquisition” (new skills to be learned during the internship) and “skills application” (skills to improve proficiency in during the internship). All student teaching interns are expected to accomplish the 2 Palmer Learning Goals for the course: applying theory to practice (4a) and using effective communication techniques (1d), as well as to choose 3-4 SLOs from the statements above to individualize their personal learning objectives for their learning contracts. Students will need to cite the SLO number and rephrase the SLO depending on the context in which they are working.
Learning Contract Form:

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:
Learning Contract Agreement Signatures:

Intern/Student Teacher’s signature: ____________________________ Date: ____________

Site Supervisor signature: ____________________________ Date: ____________

Faculty Advisor signature: ____________________________ Date: ____________

Introduction and Description:

This contract is designed to verify and guide the internships for graduate students in the Palmer School of Library and Information Science. Activities and experiences that are noted in this contract are a guide for the work of the intern and must be developed collaboratively with the intern, site supervisor and faculty advisor of the student. This contract provides a description of the internship experience/projects, the students’ personal learning objectives and methods of evaluation to be used. This contract must be completed and signed in a timely fashion at the beginning of the internship period. The intern is responsible for completing the contract form(s) and providing a copy to the LIS 691 instructor.

1. Internship Supervisor: Please identify the role of the site supervisor, including the kinds of orientation, instruction, and supervision to be provided:
2. Student Personal Learning Objectives: Identify objectives that you expect to fulfill. Please be specific and use concrete terms that can be evaluated (these should be based on the Palmer School’s Student Learning Objectives). In this section, you are determining the kinds of learning you intend to gain from this internship and what activities you will undergo to facilitate this. **There must be at least ONE learning objective to work with diverse student populations, such as English Language Learners, students with disabilities, or gifted students.**

A. Skills Acquisition Objectives: Identify 1 – 2 NEW skills or areas of knowledge that you wish to acquire during this internship in specific terms (also note the number of the Palmer School’s Student Learning Objectives you are referring to):

B. Skills Application Objectives: Identify 1 – 2 skills or area of knowledge in which you have already had brief experience that you wish to improve your proficiency in, in specific terms (also note the number of the Palmer School’s Student Learning Objectives you are referring to):

C. Human Relations Objectives: Identify one way to improve working relationships or develop partnerships with supervisors, colleagues, or others with whom you will associate during the internship.
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.

**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
- 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
- a reflective essay based on the accomplishment of the Student Learning Objectives noted in the Learning Contract
- the Site Supervisor’s Evaluation Form
- other activities that are part of the internship experience, such as resume/cover letter, posting on the internship blog, class participation, attendance at the 3 seminars, etc.

School library interns must submit one Learning Contract for the elementary school site and one Learning Contract for the secondary school site.
Name of the Intern: ____________________________

Semester: ____________________________

Host site supervisor’s name, title and address of the site: ____________________________

**Section A: Interns specific learning goals and objectives in Learning Contracts.**
Please comment on the following 2 questions:

1. Did your intern satisfy the terms of the Learning Contract that was developed? Yes __  No ___
   
   A. If yes, which of the student learning objectives was accomplished best?
   
   B. If no, which student learning objective needed additional work? Why do you think the objective(s) were not accomplished?

2. Did the intern in your estimation effectively put “theory into practice”? Yes __  No __
   
   A. If yes, what was outstanding in your view?
   
   B. If no, what do you think should have been done differently?

**Section B: Checklist of skills accomplished according to the Palmer School Student Learning Objectives.**
Please note which of these were accomplished during the student’s internship at your site and to what capability.

   A = Accomplished
   NA = Not applicable
   NAS = Not accomplished satisfactorily
   ** = specific objectives important to be assessed during the internship
Goal 1: Students will reflect the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities:

a. exemplify the ethics, values and principles of the library and information science profession
b. effectively apply policies and trends affecting libraries and information organizations (such as legal, social, technological policies and trends) 
c. explain, compare and contrast different types of collections within your library and information center 
d. *** use effective communication skills applicable for specific audiences and user groups

Comments on the above:

Goal II: Students will utilize a broad range of systems and technologies to manage and deliver information:

a. use professional standards to organize, manage, preserve, evaluate and deliver information resources in a variety of formats 
b. apply systems for organizing information, such as cataloging, classification and metadata standards 
c. search, retrieve and synthesize information from a variety of systems and sources 
d. evaluate information systems and technologies based on functionality, usability, cost and quality 
e. build information systems and/or records used in systems

Comments on the above:

Goal III: Students will deliver user-centered services and cost-effective programs tailored to the needs of increasingly diverse populations:

a. select, use, and evaluate information resources, services and create programs to meet the needs of diverse groups, including underserved populations 
b. develop and deliver information programs designed to meet the needs of specific users and communities 
c. integrate technology, including emerging technologies, into operational services, as well as instruction and outreach programs 
d. use a variety of technologies to deliver resources and services 
e. possess basic competencies required for instructional program development in information environments (** required for school library candidates)

Comments on the above:
Goal IV: Students will know how to staff, manage and lead libraries and information centers of all types:

a. ** put theory to practice interning in a library, archive, school, museum or other type of information organization _______

b. apply management principles, processes and practices, such as human resources, financial and operational functions of a library or information organization _______

c. display principles of leadership (exceptional organizational skills, outstanding attitude and application to work, effective problem solving and decision making skills, relationships to peers and patrons, etc.) _______

d. in your estimation, meet certification and/or licensure requirements for specialized areas of the profession (** required for school library and archive students) _______

Comments on the above:

Goal V: Students will be able to contribute to the profession through service, research and advocacy:

a. demonstrate the importance of service to and advocacy on behalf of libraries and the information profession _______

b. if applicable, demonstrate an understanding of the importance of research to the library and information profession _______

c. if applicable, conduct and apply research to an information problem related to the library and information profession _______

Comments on the above:

Section C: Question related to Palmer School preparation of the intern:

3. Do you feel that the Palmer School’s curriculum provided the best mix of theory and practice to prepare this intern for work in your library? Yes ____ No ____

A. If yes, please comment on what you think the Palmer School did particularly well for this intern’s preparation.

B. If no, what do you feel that this intern should have learned before undertaking the internship?

Section D: General observations:

4. Did you notice any personal and/or professional growth during the internship?
5. If there were any areas in which the intern needed to improve, either in skills, knowledge or aptitudes, please indicate those.

6. What grade would you recommend that the intern be given? (A, B, C, or F). Please indicate your reasons why.

7. Has this evaluation report been discussed with the student? Yes ___ No ___

Please sign this document.

Your name and title:

Signature:

Please mail or fax this evaluation form before the semester ends to the Palmer School of Library and Information Science, Long Island University, CW Post Campus, 720 Northern Boulevard, Brookville, NY 11548 – 1300; attention to Dr. Bea Baaden, Director of the School Library Program (school library candidates), Ellen Mehling, Director of Internships, or Erin Reilly, Secretary (other MSLIS candidates)

Fax number: 516 299 4168

Thank you so much for providing your knowledge and expertise and time for our students.
Dr. Jody Howard, Director of the Palmer School
Dr. Bea Baladen, Director of the School Library Program
Ms. Ellen Mehling, Director of Internships
Name of Intern:  
Semester:  

Intern’s Goal in the Palmer Program:  

Name of Host Site:  
Name of LIS 690/691 Instructor:  

Host Site Address:  
Supervisor Phone Number:  

Name of Host Site Supervisor:  
Supervisor Email:  

1. ** a) List the 2 most important learning objectives you accomplished in this internship (refer to your learning contract and cite the SLO number):  

   •  

   •  

   b) Which one of these correlated best with your goals in the program?  

2. How meaningful was this internship to your potential career and professional development? Explain below and rate on a scale of 1 (low) to 5 (high):  

1  2  3  4  5  

3. ** How well did the experiences and time spent doing tasks during the internship match the Learning Contract? Explain below and rate on a scale of 1 (low) to 5 (high):  

1  2  3  4  5
4. How well did your LIS 690/691 Instructor provide direction and feedback about your internship? Explain below and rate on a scale of 1 (low) to 5 (high):

1 2 3 4 5

5. Did you receive enough instruction and feedback “on the job,” from your host site supervisor and how was it conveyed to you? (i.e. written/oral, formal/informal, etc.) Explain below and rate on a scale of 1 (low) to 5 (high):

1 2 3 4 5

6. Would you recommend this site and the site supervisor for other internships? Why or why not?

7. ** In your estimation, how effectively do you feel you put “theory into practice”? Explain below and rate on a scale of 1 (low) to 5 (high):

1 2 3 4 5

8. a) In your estimation, how effective was the Palmer School coursework in preparing you for the work you engaged in during this internship? Explain below and rate on a scale of 1 (low) to 5 (high):

1 2 3 4 5

b) Name the courses that MOST prepared you for the work you engaged in:

c) Name the courses that LEAST prepared you:

d) What course or courses do you wish you had taken or that you thought was needed for your career goal?
9. Any additional comments?

Please mail/deliver this to the Palmer School, C.W. Post Campus, Long Island University, 720 Northern Blvd., Brookville, N.Y. 11548 – 1300 or fax to 516 299 4168 by the end of the semester in which you finish LIS 690/691 – to the attention of Erin Reilly or Dr. Bea Baaden (for school library interns) or Ellen Mehling (all internship candidates except for school library).

Thank you.
**Student Teaching Rubric/ Checklist**

**Organization:** Student teacher presents a clear beginning (anticipatory set which ends with the restatement of the instructional objective in student terms), a middle sequenced appropriately and according to Madeline Hunter format, and a closure appropriate to the topic. Time management.

Excellent (3 points):
- Extremely well organized
- The lesson has a natural flow and the student teacher is prepared
- The components as presented by the student teacher follow a logical progression
- Student teacher kept the lesson to the allotted time without missing any of the key concepts of the lesson

Good (2 points):
- Lesson is fairly organized and the student teacher is prepared
- Lesson components seem to follow a logical progression, but one or two of the components may seem out of order
- When changes need to be made, the student teacher adapts well
- Lesson was just over or under the allotted time

Still needs work (1 point):
- Lesson is not well organized
- Student teacher seems not to be prepared
- Student teacher does not adapt well or anticipate changes in the lesson
- Lesson was much longer or shorter than the time allotted

Comments:

**Delivery:** Student teacher is confident in the presentation of the lesson, has obviously practiced, is enthusiastic, easily understood (good articulation), is comfortable with the information, is able to handle classroom management situations with ease, and has clear transitions from one segment of the lesson to the next (use of appropriate transition vocabulary, (eg. First, then, next, after...)).

Excellent (3 points):
- Student delivers the lesson with minimal use of notes or visual aids exhibiting true comprehension of the topic
- Uses appropriate transitions
- Makes eye contact throughout the lesson
- Student teacher projects enthusiasm and confidence
- Student teacher speaks clearly
- Anticipates and handles classroom management situations before they become an issue

Good (2 points):
• Student teacher attempts to deliver the lesson but relies heavily on note cards or other visual aids to do so
• Some attempt at transitions but progression from one segment of the lesson to the next is choppy
• Makes some eye contact throughout the lesson
• Projects interest in the lesson
• Recognizes that students are not acting appropriately and attempts to handle classroom management situations before they escalate

Still needs work (1 point):
• Student teacher reads the lesson from note cards exclusively
• Little or no eye contact
• Student is hard to hear
• Student teacher’s body language shows lack of enthusiasm or confidence
• Student teacher appears unsure of the material and the progress of the lesson
• Does not attempt to use classroom management strategies for inappropriate behavior

Comments:

Subject Knowledge: A clear presentation of the topic, suitable to the grade level, that incorporates elements of Madeline Hunter throughout the lesson, differentiates the instruction for multiple learning styles and abilities, and presents elements of good pedagogy (eg. High level questioning, cooperative learning, brainstorming techniques, critical or creative thinking, etc.)

Excellent (3 points):
• Student teacher demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration
• An excellent choice of subject matter for the noted grade level
• All elements of Madeline Hunter format are presented smoothly
• Lesson addresses different learning styles
• Lesson uses excellent pedagogical techniques

Good (2 points):
• Student teacher is comfortable with the information and answers all questions with simple explanations
• An acceptable choice of subject matter for the grade level
• Some elements of Madeline Hunter format are not presented (eg. Checking for understanding or a closure)
• Lesson addresses only one learning style
• Student teacher attempts to use one pedagogical technique

Still needs work (1 point):
• Student teacher does not have a grasp of the information
• Cannot answer questions about the subject
• Poor choice of the subject matter for the grade level
• Format of the lesson does not use Madeline Hunter elements  
• Student teacher does not use any pedagogical techniques

Comments:

**Materials and activity:** Task developed for the student, use of resources and age appropriate materials, use of graphic organizers, activities and assignments are high quality and relevant to the objective

**Excellent (3 points):**
- Materials are original, creative and neat with no spelling or grammatical mistakes
- Materials are clearly used to support lesson components
- Materials are appropriate to the grade level and topic
- Materials, activities and assignments helped the “student” to more fully understand the topic

**Good (2 points):**
- Materials are appropriate for the subject matter, grade level, and support the lesson
- Materials are adequately made
- Materials, activities and assignments address student learning of the concept

**Still needs work (1 point):**
- Materials do not support the subject of the lesson
- Materials are sloppy or carelessly put together
- Materials have spelling or grammatical mistakes

Comments:

**General Comments:**

**Pluses:**

**Minuses:**

**Improvements:**

**Grade:** Excellent (12 - 10 points) = A+, A  
Good (9 - 7 points) = A-, B+  
Still needs work (6 - 4 points) = B, B-  
Re-do