PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE

SCHOOL LIBRARY PROGRAM HANDBOOK
2017 – 2018 (Revised)
(Director, Dr. Bea Baaden: bea.baaden@liu.edu)

WHAT IS A SCHOOL LIBRARY MEDIA SPECIALIST?

A school library media specialist is a school librarian, both a teacher and a librarian in K – 12 schools. The classroom of the school librarian is the school library. School librarians perform five roles in schools: they are **1) teachers of information literacy/ inquiry and technology skills; 2) information specialists; 3) instructional partners with other classroom teachers; 4) program administrators of the library program and facility in their schools and 5) leaders in building 21st century skills throughout the school environment.**

School librarians are prepared to:

- Initiate and sustain a **leadership** role for using learning – based technologies to implement and evaluate the integration of information literacy, inquiry, and technology skills with content knowledge across the curriculum.

- **Develop** an effective and efficient school library program and foster learning within that program

- **Communicate** the importance of the role of school librarians in student academic achievement

- **Collaborate** with classroom teachers and subject area specialists to develop assignments that are matched to academic standards and include critical thinking skills, technology and information literacy/inquiry skills, presentation and social skills

- Use **technology tools** to supplement school resources, create engaging learning tasks, connect the school with the global learning community, and provide 24 – 7 access to library services

- **Guide students** to read for understanding and pleasure

MISSION OF THE SCHOOL LIBRARY PROGRAM
AT THE PALMER SCHOOL

The Palmer School is committed to developing school librarians who will be highly qualified teachers of information literacy, inquiry, and technology skills for students and staff, who will administer excellent library services, who will advocate for student learning through information resources and who will provide leadership in the field. This program prepares candidates for teacher certification as a Library Media Specialist in New York and other states.

The Palmer School of Library and Information Science offers an accredited Master of Science in Library and Information Science with a concentration in School Librarianship that prepares students for initial New York State Certification as a **Library Media Specialist**. In New York, after 3 years of successful employment in a school as a library media specialist/school librarian, professional certification can be requested from the New York State Education Department. The candidate must also have one year of a mentoring experience from the school or school district.

GOALS OF THE SCHOOL LIBRARY CONCENTRATION

The Palmer School will insure that all candidates of the school library program are proficient in the necessary skills to:

- Provide leadership in effecting recognition of the school library program's impact on student academic achievement

- Participate as active teaching/ learning partners in integrating 21st century learning skills, information literacy and inquiry skills, and the New York State Next Generation Standards

- Connect learners with ideas and information in all formats and encourage efficient and ethical information-seeking behaviors

- Promote reading for learning, personal growth and enjoyment

- Develop, implement, manage and evaluate school library services that support the school's mission and goals

- Network with the library community to strengthen connections with other librarians for resource sharing and facilitating access to information

- Demonstrate a strong commitment to continuous growth in the profession

BECOMING A SCHOOL LIBRARIAN

It is important to understand that a school librarian is a TEACHER FIRST, whose main goal is student learning and achievement. The "content" that a school librarian teaches is inquiry, a broad term that encompasses information literacy and research skills, 21st century learning skills, digital and visual literacy skills. The two core constructs of school librarianship are collaboration and leadership. A school librarian embraces an attitude as a leader, both of instructional innovation and technology. The education of a school librarian never stops; s/he continually updates his/ her skills in technology, teaching strategies and knowledge of literature. Most of all, a school librarian needs to demonstrate a PASSION for the profession!

DISPOSITION OF A LIBRARY MEDIA SPECIALIST:

- **Characteristics and qualities:**
  * persistence
  * curiosity
  * flexibility
  * adaptability
  * taking responsibility and initiative

- **Skills:**
  * excellent communication skills
  * good writing skills
  * good listening skills

- **Technology skills:**
  * web searching
  * Microsoft Office Suite (Word, Excel, PowerPoint, Publisher)
  * Web 2.0 processes and beyond
  * Online learning processes

JOB DESCRIPTION

A school librarian plans, directs, implements, evaluates and advocates for the school library program.

A. Management Skills:

The school librarian:

- provides flexible, open access for library services and use of library materials
- organizes library materials, equipment and facilities for effective and efficient use and circulation
- plans, equips, and maintains attractive facilities
- selects materials in print and non print formats that support the needs of all

students in the particular learning community
- keeps the collection current within the constraints of the annual budget by purchasing quality print, non print, and digital materials
- maintains the library catalog (OPAC)
- processes materials simply and efficiently
- effectively utilizes clerical, volunteer, student and/or other personnel to provide quality library service to users
- allocates, manages, assesses, and documents expenditures of assigned budget funds
- models efficient and ethical information seeking behaviors
- demonstrates awareness of and support for the school curriculum through collection development
- stays informed about curricular changes in the school
- reports regularly to the building principal and/or district library supervisor

B. Teaching Skills:

- develops a research and information literacy/ inquiry skills program that assists students in becoming effective and discriminating users of ideas and information
- instills in students the ability to be independent learners by teaching information literacy, digital and inquiry skills
- plans with classroom teachers for meaningful integration of content and information literacy/inquiry skills, reference skills and literature appreciation activities for students
- actively plans with classroom teachers to integrate multimedia and digital materials within the instructional program
- guides students in finding and using a wide variety of materials and formats
- models personal enjoyment of reading and assists students in selections for leisure reading
- establishes and implements positive classroom management routines

C. Interpersonal Relationships:

- interacts positively with all members of the school community
- provides a positive role model for students
- handles conflict and frustration constructively
- participates in school and district curriculum and technology committees and school programs
- coordinates and cooperates with other school libraries as well as public libraries, museums and other learning partners

D. Technology Leadership:

- designs and adapts relevant learning experiences in which students use digital tools and resources
- facilitates access to information in non print and digital formats

- maintains a working knowledge of information sources in all formats
- provides basic instruction to staff in use of information technologies and sources in all formats
- assists staff with challenges in using technology for curricular purposes

E. Assessment of the Program:
- determines the needs of teachers and students as a basis for the selection of new materials and equipment
- inventories the library collection of resources, equipment and technology
- supervises the withdrawal of outdated and worn out materials, equipment and technology
- evaluates the efficiency and effectiveness of the school library program
- makes effective use of data to evaluate how the school library program addresses the diverse needs of the community and student learning; and how the goals of the school library program align with the school's/district's mission and goals

F. Professional Growth and Responsibilities:
- reads literature for appropriate grade levels
- maintains active membership in library associations; attends professional conferences
- reads professional publications
- actively advocates for school library and information programs, resources and services

The School Library Program Online Learning Experience

All courses in the School Library Program are offered in either online or blended learning formats. Classes are held totally online; in some cases there are optional, informational face to face classes. Some classes may also be offered in blended format, with 3 – 4 face to face classes. If a student is declared a fully online student, accommodations will be made for face to face sessions.

Time Management: Because most class sessions are in online format, it is important that students designate time DAILY to work on readings and assignments. Students will find that readings are more extensive and that assignments are more detailed or require more thoughtful responses. There will be more short reflective assignments and/or collaborative exercises. It is also important to log into Blackboard, the course management system, regularly to check for announcements from your professors and course work and materials. It is estimated that students will spend at least 10 – 12 hours per week on class work and readings.

Synchronous/ Asynchronous Classes: Most of the online classes offered in the School Library program are asynchronous, thus allowing students to work at their own pace during the week. Course materials will be available during the semester 24 hours a day, 7 days a week.

Assignments and discussions have due dates and it is the student's responsibility to make sure that they designate the appropriate preparation time to do their work on time. Some classes might also have a session in synchronous format, where your professor will expect you to be available at a specified time. It will be your responsibility to be "in class" when your professor expects you.

Collaboration: Although most classes will be asynchronous, you are encouraged (and often required) to interact with fellow classmates. There are a number of collaborative tools, including a wiki, a discussion forum, a blog function and a chat room in Blackboard for students to work collaboratively on assignments. Students will be required to post and respond to comments based on a curricular topic. You are encouraged to email or phone other classmates as well as your professors.

Proper English Usage: School librarians communicate in written and oral language, thus our writing and speaking skills are important. Spelling and grammar count for all assignments!

Academic Honesty: Plagiarism and dishonesty are serious violations and reflect adversely on the student's reputation. Professors report each instance of plagiarism to the Director of the Palmer School and the Director of the School Library Program. To cite resources, you may use any standard format if one is not designated by a professor.

HELP: Remember the "3 before me" rule! Professors are readily available for help with the conceptual understandings of the course. They are not responsible for teaching students basic technology skills. Please try to work through technological problems by reviewing directions you have been given and/or contacting a classmate before you contact the professor. There is technology support staff available most of the time on each campus. Contact program advisors on the various campuses for this information.

THE SCHOOL LIBRARY PROGRAM CURRICULUM

The School Library Program curriculum consists of the 4 Core Courses that all library candidates take together; 4 School Library concentration courses; 1 Literacy (beginning reading) course; 1 Literature course; 1 Special Education course and Student Teaching. Each course is 3 credits.

Core Course Descriptions

All students in the Palmer School must take the same **Core Course** requirements.
These courses are:

LIS 510: Introduction to Library and Information Science:
An overview of the field. Introduction to the history, purpose, functions, and processes of the field, its place in society, practice of the profession in various types of settings and current issues and trends. 3 credits. Should be taken prior to School Library Concentration courses (or upon permission of the Director of the School Media Program)

LIS 511: Information Sources and Services:
Philosophy and techniques of information services. Overview of information access and delivery, types of resources and formats used in information services, evaluation and measurement of sources and services, and information seeking processes and behaviors. 3 credits. Should be taken prior to School Library Concentration courses (or upon permission of the Director of the School Media Program)

LIS 512: Introduction to Knowledge Organization:
Basic principles of bibliographic control. Emphasizes understanding the function of catalogs, indexes, bibliographies, Web-browsers and acquiring the ability to use and interpret these tools effectively. Introduction to bibliographic utilities, online catalogs and indexes, metadata and the Dublin Core, MARC formats, Anglo-American Cataloguing rules, Library of Congress Subject Headings, Sears List of Subject Headings, Dewey Decimal Classification, Library of Congress Classification. 3 credits. May be taken before or during School Library Concentration courses.

LIS 514: Introduction to Research in Library and Information Science:
Theoretical and applied research design, methodologies and evaluation in library and information science. Review of existing research in the field, techniques of proposal preparation and design of instruments used in the field. 3 credits. May be taken before or during School Library Concentration courses.

School Library Media Concentration Courses: LIS 622 and/or LIS 620 are the first school library courses that you should take. The other courses, LIS 626, 629, 712 (literacy), 627 (special education) and a literature course may be taken in any sequence.

SCHOOL LIBRARY CONCENTRATION COURSES

LIS 622: School Media Centers: (this course satisfies the Palmer School management course requirement)
An examination of developments in the principles and strategies for managing school libraries. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations and facilities planning. Course content will include, but is not limited to:
- Management of a school library media center, including staff management, budgeting, acquisition and processing of materials, de-selection of materials, resource management, advocacy, etc.
- Collection development
- Automation systems
- Goal setting and strategic planning
- Renovation or design of a school library media center
- Professional reading
- Case studies

Students are expected to have knowledge of Microsoft Office products, such as Excel, Publisher and Word.
** **There will be 25 hours of field experiences (observations and practicum) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours must be completed prior to student teaching (LIS 691).**
3 credits.

LIS 620: Instructional Design and Leadership:

Examines the curriculum partner and instructional leadership roles of the school librarian. Opportunities are provided for students to blend recent developments in curriculum and instruction with information literacy/inquiry objectives. Working with special needs students is addressed. Collaborative, interdisciplinary approaches are emphasized. Course content will include, but is not limited to:

- Development of a unit incorporating New York State Next Generation Learning Standards and inquiry strategies through use of an instructional design model
- Knowledge of a variety of standards, including Standards for the 21st Century Learner (inquiry standards), New York State standards and other national standards
- Important educational terminology and trends
- Knowledge of a variety of research and information search processes
- Professional readings
- Case studies

** **There will be 25 hours of field experiences (observations and practicum) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours must be completed prior to student teaching (LIS 691).**
3 credits.

LIS 626: Teaching Methodologies for K – 16 Librarians:

This course presents teaching strategies important for the school media specialist in the school library "classroom." Students learn and practice techniques for using the school library media center as a vital part of instruction occurring within the school. Course content includes: lesson planning, questioning strategies, inclusion strategies; implementing knowledge of 21st century learning skills and information literacy skills into lessons; developing and presenting a lesson for peer evaluation; and hands-on practice with important educational trends.

This course prepares edTPA candidates for this New York certification test.

This course is also differentiated for instructional librarians in an academic or public library setting. Case studies in classroom management; professional reading.

If a student has current NYS teaching certification, upon a transcript review, this course may be waived and an elective may be taken, upon the permission of the Director.
3 credits.

LIS 629: Integrating Technology into the School Media Curriculum:

Students will examine software, hardware, Internet applications and web sites to see how the integration of curriculum and technology facilitate learning in the school media center.

Specific content of the course will reflect the changing nature of technology and its application in the school media center. Course content will include hands – on experience with such tools as: Smart Board, pod casts, use of wikis, blogs, Web 2.0, digital storytelling, basic coding, and others and will be presented in the context of the school curriculum. In addition, students will examine age appropriate technologies for children with special needs. Students are expected to have a basic understanding of Microsoft Office products, such as Excel, Publisher, and Word and to be facile with the Internet.
** **There will be 25 hours of field experiences (observations and practicum) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours must be completed prior to student teaching (LIS 691).**
3 credits.

The following 2 courses (or equivalent) MUST be taken by all students who do not have current teaching certification. Those students who have current NYS teaching certification and who have been given an elective after a transcript review by the Director of the School Library Program may be able to take electives for one or both of these courses.

LIS 712: Literacy for the K – 12 Environment:
This course will develop understanding of the complexity of literacy for K – 12 learners. Linguistic aspects (vocabulary, grammar, genre and text structure), cognitive and metacognitive behaviors (reading strategies), and socio-cultural context (beliefs and attitudes of non-English learners) will be examined as influences on a learner's development of literacy. This course will provide school and children's librarians with background knowledge of the various issues relevant to literacy instruction. Special emphasis will be given to strategies to use for special needs students. Reading motivation and strategies to incorporate technology into literacy learning will be discussed.
** **There will be 10 hours of field experiences related to the coursework as part of the 100 hours requirement.**
3 credits.

Special Education requirement:

LIS 627: Special Needs Students in K – 12 Libraries:
This course will prepare students who plan to become school library media specialists, children's or YA public librarians for the "Educating All Students (EAS) Test," as well as including the DASA (Dignity for All Students Act) syllabus requirements for training in harassment, bullying, cyberbullying and discrimination in schools prevention and intervention. 3 credits.

OR (with the Director's permission)

EDS 633: Accommodating Learners with Special Needs in Inclusive Settings
This course will explore concepts of inclusion, discuss it from both a theoretical and practical perspective and present strategies for it to be successful. Included will be discussions of historical and current perspectives, collaboration among professionals, practical classroom administration, instructional adaptations, etc. Use of assistive and instructional technologies with

an emphasis on those that assist students with disabilities. 3 credits.
10 hours of observation required.

Certified classroom teachers who are granted an elective may choose from the following:
LIS 628: K – 12 Collection Development
LIS 624: Introduction to Online Teaching (when offered)
OR another course with permission of the Director of the School Library Program

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Observation (Field Experience)

New York State Department of Education (NYSED) regulations require all pre-service teachers, including school librarians (library media specialists), to complete 100 hours of field experience observations and practice PRIOR to their student teaching. This requirement is built into three of the courses in the School Media concentration: LIS 622, 620, and 629 (25 hours of observation for each course). 10 hours will be accumulated through required observation hours in LIS 712 and/or the special education requirement. The remaining hours may be accumulated according to the student's choice. It is expected that hours will be spent in diverse settings, observing students of all abilities and cultural backgrounds.

These observations are to be in an "educational setting." The purpose behind this obligation is to have prospective teachers/ school librarians gain familiarity about life within schools. Most of the 100 hours should be spent in a school library; some may also be spent in a classroom and public library setting. Some hours might be accumulated in other educational settings such as Board of Education meetings in the evening or public library children's activities. **Please contact the Director of the School Media Program for questions about appropriate educational settings.**

For maximum benefit for the student, as much time as possible should be spent observing in a variety of libraries in different districts and different building levels (elementary, middle, and high schools).

Things to observe include:
- Various teaching methods
- Methods of handling day to day routines (materials selection, activities, record – keeping)
- Student behaviors, reactions, potential challenges
- Classroom/ facilities environment (color, cleanliness, condition, lighting, noise level)
- The library collection (periodicals, professional collection, computer hardware and software, etc.) and its use
- Circulation/ cataloguing system
- Book talks, story times
- Research projects
- Type of schedules
- Out of class activities: student clubs, sports, Board of Education meetings
- School procedures and routines

If a class that requires observation hours is offered during the summer sessions, please note that the observation hours for that course need to be completed either before or after the class session. It is up to the student to contact the professor of the course for any specific activities that need to be observed for that course.

Students need to keep a log or record of the hours spent in observation for each course. The log/record should include the dates and times of the observation, the location, and a very brief explanation of what was observed or done. This is to be submitted to the individual professor of the course or to the Director of the School Media Program upon completion. **It is the student's responsibility to document his/her observation experience and keep complete records.**

Please remember that, when observing, you are a guest in that school and that you represent the Palmer School of Library and Information Science.
Please act professionally, do not share with others your opinion about the school, our program or any privileged information you receive as a result of your participation. You are there to observe, learn and offer assistance.

LIS 691: Internship: Student Teaching:

LIS 622, 620 and 626, the Core Courses, and the 100 hours of observation MUST be completed before beginning student teaching! School library students MUST be enrolled in the Student Teaching section of LIS 691. This is the "capstone" experience that occurs at the very end of the program!

The school library internship is a student teaching experience. It consists of two 20 day sessions, for a total of 40 days or 240 hours. 20 days should be spent in an elementary school media center and 20 days should be spent in a secondary school media center (middle school or high school). All school library students should complete at least ONE consecutive week at each level (1 consecutive week at the elementary level and 1 consecutive week at the secondary). Currently practicing teachers should contact the Director for information about this requirement. The Palmer School prides itself on its ability to facilitate appropriate student teaching hours for candidates, depending on each candidate's current working situation. In some cases, it may be necessary for a candidate to take an Incomplete and finish the experience during the next semester.

A Learning Contract governs the experiences that a student will engage in for each site. This Learning Contract must be approved by the student's internship supervisor or the Director of the School Library Program and the site supervisor (student teaching mentor). Students are required to have a formal teaching observation in which they teach an information literacy/inquiry lesson to a whole class of students.

Candidates who do not have prior teaching certification are required to take the NYS edTPA "test." EdTPA is accomplished during the student teaching experience and the Director will review the candidate's edTPA portfolio in lieu of a teaching observation.

Some districts that Palmer students have interned in include: Jericho, Sachem, Herricks, Smithtown, William Floyd, Commack, Brentwood and Huntington on Long Island and Bedford, Scarsdale, Yonkers, Croton-on-Hudson and Somers in Westchester.

The Palmer School works to individualize this experience as much as possible within the guidelines of the New York State Education Department. Placement for student teaching is the responsibility of both the student and the internship supervisor or the Director. For any questions about student teaching, contact the Director of the School Library Program. 3 credits.

SCHOOL LIBRARY ELECTIVE COURSE: LITERATURE

Literature Component:
One approved literature course, either LIS 728, LIS 729, or LIS 733 is **required** for certification. Periodically, an institute in Literature may be offered and this may substitute for the above courses, upon approval by the Director. For further information about the literature requirement, contact the Director of the School Media Program.

LIS 728: K – 12 Literature for School Librarians
A survey course covering various genres, styles, authors, illustrators and trends with emphasis on the role of literature in the school library. Students will consider methods of selecting and evaluating children's and young adult literature in terms of readability and interest level and several ways in which the titles can be integrated as the content and vehicle to master the content curriculum. Through class discussions and constructing lessons, students will explore a range of topics related to literature, including book talks, author studies, read – aloud techniques and book discussion groups. 3 credits.

LIS 729: Young Adult Sources and Services:
A survey of adolescents and their reading with special emphasis on books written especially for the age group (12 – 18). The readings will include materials emphasizing multicultural characters and settings, including stories of persons with disabilities and special needs. Students will attain skills in providing library services for the young adult population, including information and referral, programming, working with professional staff, partnering with parents and the community, school and public library cooperative projects, evaluation of literature and techniques for introducing literature to the adolescent population. The course requires reading and discussion of young adult titles in a variety of genres, small group presentations, and oral presentations. Students will be expected to be familiar with award winning books such as Newbery, Caldecott, Coretta Scott King and other appropriate awards. Students should be familiar with specific authors and specific titles before graduating from the program. 3 credits.

LIS 733: Children's Sources and Services:
A survey of literature for children of preschool through elementary school age (pre-K to 11 years) with emphasis on the literary quality and characteristics of fictional and biographical materials. The survey will include materials emphasizing multicultural characters and settings and bibliotherapy including stories of persons with disabilities and special needs. Issues and challenges of bringing books to children are also discussed. Students will be expected to be familiar with award winning books such as Newbery, Caldecott, Coretta Scott King and other appropriate awards. Students will be familiar with specific authors and specific titles before graduating from the program.

TRANSCRIPT EVALUATION

A candidate for admission to the Palmer School of Library and Information Science must have a baccalaureate degree from an accredited institution of higher education. For the School Library Program, undergraduate or graduate preparation must include courses in the liberal arts and sciences. 36 credits are needed in the liberal arts, in the following areas of study:

- English/ literature
- Language other than English (Foreign language, sign language, or Native American language)
- Social sciences: political science, economics, history, geography, sociology, anthropology
- Natural sciences: biology, chemistry, earth science, physics, geology
- Mathematics

TEACHER CERTIFICATION EXAMINATIONS

New York State Education Law and the Commissioner's Regulations require prospective New York State teachers to pass designated tests as a requirement for receiving state certification. These tests measure a candidate's general knowledge and skills, in teaching theory and practice and in the content area of the candidate's field of certification. Sample test questions can be located at the New York State teacher education website. Click on the appropriate Field Number (074). Candidates for New York State certification as a Library Media Specialist must take the following tests:

Educating All Students Test: scenario based questions about diverse student populations, English Language Learners, special needs students, teacher responsibilities and school – home relationships; all teacher candidates must pass this test for certification. *Recommended to be taken after the Special Education requirement and LIS 712: Literacy in the K 12 Environment.*

Content Specialty Test in Library Media, Field 074:
This test assesses knowledge of the school media field. It targets information about the school library media program, resources, teaching information literacy, and leadership through multiple choice questions. There is an essay that targets knowledge of teaching information literacy/inquiry to diverse students. *It is recommended that you take this test at the end of the program AFTER LIS 620, 622, and 626.* The best way to "study" for this test is to read widely in professional magazines from the beginning of the school media program. The courses in the School Media Program cover all of the New York State objectives for this test.

edTPA (Education Teacher Performance Assessment): a performance based video with supporting documentation that must be done during Student Teaching (LIS 691); candidates will have to show expertise in teaching 3 linked school library lessons with supporting data; all school library concentration classes should be taken before attempting this test. If you already have teacher certification in another area or if you have taken edTPA for another subject area and passed, you DO NOT have to do this again!

General information about the New York State Teacher Certification Tests can be found at: www.nystce.nesinc.com.

WORKSHOPS are additional requirements for New York State certification as a School Library Media Specialist. They are also graduation requirements for LIU teacher candidates. If you have already taken the workshops for a prior teacher certification they do not have to be taken again. They include:

Child Abuse Seminar:

All pre-service teachers are required to complete two hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment. This seminar can be taken online or through any college of education. The NYS Office of Teaching Child Abuse Workshop information can be found at: http://www.highered.nysed.gov/tcert/certificate/ca.html

Schools Against Violence Seminar (SAVE):

All applicants for certification are required to complete at least two hours of coursework or training in school violence prevention and intervention. This seminar is available through any college of education. Information about providers can be found at: http://www.highered.nysed.gov/tcert/certificate/save.html

Dignity for All Students (DASA) Workshop: all applicants for certification must attend a 6 hour workshop based on Article 2, Section 10 – 18 of New York State Education Law regarding harassment, bullying, cyberbullying, and discrimination in schools, prevention and intervention. Contact the School of Education for information about dates for these workshops held at LIU – Post.

Preventing Child Abduction; Safety Education; Fire Prevention and Arson Workshop: a series of 3 online workshops required for initial teaching certification to make school personnel aware of issues, concerns, and appropriate responses in your role as an educational professional. This workshop can be fulfilled through a short online NO TUITION course through Blackboard.

Preventing Alcohol, Tobacco and other Substance Abuse: is also a required workshop for initial teaching certification. This workshop can be fulfilled through a short online NO TUITION course through Blackboard.

 These seminars and workshops should be taken before the candidate enters student teaching.

New York State Online Certification:

 School library candidates must also register with TEACH to begin the process of certification. It is the responsibility of the candidate to make sure that all of these seminars and procedures are completed prior to applying for certification.
The TEACH website is: www.higher.nysed.gov/tcert/teach/index.html

Fingerprinting for Certification: You must be fingerprinted before you apply for certification as a Library Media Specialist.

New fingerprinting procedures as of July 14, 2017.
To schedule a fingerprinting appointment, to to: www.IdentoGo.com. Use this service code for certification: 14ZGQT. Click the url: https://uenroll.identogo.com/workflows/14ZGQT. OR you can call Morpho Trust to schedule an appointment: 877 472 6915. The total fee is $99.

All candidates who do not already have a prior teaching certification, who are enrolling in teacher certification programs, MUST take the GRE.

PROFESSIONAL ORGANIZATIONS

Students in the School Media Program are expected to join professional organizations and become active members, participating on committees, attending workshops and conferences and developing leadership skills. Listed below are some of the local, state, and national organizations:

Nassau County: LISMA (Long Island School Media Association): www.lisma.org

Suffolk County: SSLMA (Suffolk School Library Media Association): www.sslma.org

Hudson Valley: HVLA brings together librarians primarily from independent and K – 12 schools in New York City, Long Island, and Westchester and nearby New Jersey and Connecticut: www.hvla.org

New York City School Librarians Association: www.nycsla.org

School Library Media Specialists of Southeastern New York (SLMSSENY): Ulster, Orange, Sullivan, Rockland, Dutchess, Northern Westchester – Putnam, Southern Westchester: www.slmsseny.org

New York Library Association (NYLA): www.nyla.org

> **- Section of School Librarians (SSL)**

American Library Association (ALA): www.ala.org

> **- American Association of School Librarians (AASL)**

KIOSK:
One of the most useful and valuable tools for you as a new Palmer School student is our school listserv, KIOSK. We use this email list to post information about classes, such as rooms, texts, and cancellations; to post job notices, which appear on a daily basis; upcoming local and national conferences; and as a forum for students to discuss professional topics; as well as a place to share useful articles, Web sites and other information.

Subscribing at this time will give you current information about the classes you'll soon be attending and answer some of the common questions you may have, such as what room your class is in and which textbooks are required.

Subscribing is easy! Just go to:

https://lists-1.liu.edu/mailman/listinfo/cwp-kiosk

Unsubscribing from the listserv:

The moderator of the listserv is unable to unsubscribe you from the list. In order to unsubscribe from any of the listservs return to the link which is available on the bottom of any KIOSK message and scroll down to the CWP-KIOSK Subscribers area where you will enter your email address to unsubscribe from the list.

LISTSERV Etiquette:
All contributors to KIOSK are asked to follow the etiquette guidelines below to assure that messages on the listserv are clear, concise, and appropriate. These are widely-accepted "netiquette" practices and most listservs have them in place.

Subject matter:

This listserv is designed as a forum for discussing ideas and events in the broad realm of library and information science as well as a means for students, faculty, and administrators to share Palmer School information.
✦ Please try to be brief and concise.
✦ It is appropriate to discuss controversial library and information science topics on KIOSK but it is not appropriate to "get personal" when initiating or participating in a discussion.
✦ Do not include personal comments or rude or insulting remarks.
Put an informative phrase in the subject line. Readers should be able to determine what your message is about from this subject header.

Identification:

Messages to the list should be signed with your full name and email address in the body of the message. Sender names and addresses are often not preserved in the message header when they are posted. Many mail programs have an "auto-signature" feature that lets you write your name, email address and any other contact information you want to include just once and the program will then place this at the end of every mail message you send. It is not appropriate to write anonymously.

Attachments:

Many mail programs do not handle file attachments well. Please do not send attachments to the list but rather put all material in the body of the message so that everyone on the list can read it.

CONTACT INFORMATION

Dr. Bea Baaden
Director, School Library Media Program
bea.baaden@liu.edu
516 299 3818

Ms. Erin Reilly, Secretary
516 299 2487; 299 2866
Erin.reilly@liu.edu

Ms. Amy Igrilli, Academic Advisor
516 299 2857
Amy.ingrilli@liu.edu

Ms. Alice Flynn, Program Director, Manhattan Campus
Alice.flynn@liu.edu
212 998 2680

Ms. Heather Ranieri, Director of Program Effectiveness
(Contact Heather about e-portfolio requirements)
Heather.ranieri@liu.edu
516 299 4110

The following are the Student Learning Objectives (SLOs) that the Palmer School values and that students should expect to have accomplished by the time they graduate. Students will reflect on their experience with the Goals through their e-portfolio artifacts at the end of the program.

Palmer School of Library and Information Science
Program Goals and Student Learning Outcomes

Graduates of the Master of Science in Library and Information Science program 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
- If appropriate, explain and meet certification and/or licensure requirements for specialized areas of the profession

Concepts for Goal 1 are introduced in LIS 510.

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

Concepts for Goal 2 are introduced in LIS 512.

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

Concepts for Goal 3 are introduced in LIS 511.

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

Concepts for Goal 4 are introduced in LIS 513 or other Management Suite courses.

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

Concepts for Goal 5 are introduced in LIS 510 and/or LIS 514.