

CATHOLIC UNIVERSITY OF AMERICA

LSC 908
GUIDELINES FOR SCHOOL LIBRARY MEDIA
PRACTICUM
Spring 2009

I. General Information

- Course Description
- The School Library and Media Services Program at CUA
- Prerequisite and Required Courses

II. Objectives and Requirements for LSC 908

- Practicum Objectives
- Practicum Course Requirements Provided to Students

III. Role of the Supervising Library Media Specialist

- Recommended Practicum Student Activities

IV. Administrative Matters

- Practicum Student Performance Evaluation Forms
- Grades for LSC 908
- CUA Contact

LSC 908
Guidelines for School Library Media Practicum
Spring/Summer 2007

I. General Information

Course Description - School Library Media Practicum:

The school library media practicum provides a unique opportunity for students interested in a career in K-12 librarianship to gain professional experience in a school library setting. Students may earn three graduate credits by working 120 hours under the supervision of certified library media specialists. After consultation between the student and practicum coordinator, practicum placements are arranged through the Directors of School Library Media in the various counties.

Students must complete the 120 hour requirement in at least two library settings. No less than 40 hours must be completed at each of the two levels, K-6 and 7-12. Students are responsible for consulting county and state requirements in order to insure that the correct number of hours are obtained for their individual certification needs.

The School Library and Media Services Program at CUA:

The school library media program is selected by students who wish to work with young people in school libraries of public and private K-12 institutions. The Catholic University of America program is recognized by the states of Virginia and Maryland and the District of Columbia.

The course of study has program accreditation by the National Council for Accreditation of Teacher Education (NCATE) and by the American Library Association (ALA).

The CUA School of Library and Information Science offers a variety of courses that focus on school library media services. Each student is required to take the four required core courses listed below along with appropriate mid-level and advanced courses.

Students have been advised that very specific requirements must be fulfilled in order to receive the state-issued certificate, which is required to work in public school libraries. Because of this, students pursuing this program of study must stay in close contact with Mr. Tim Steelman, School Library Media program advisor, to ensure that their course work will fulfill state requirements. Students who lack valid teaching certificates have also been advised that a high probability exists that they will be required to take additional education courses to qualify for certification as a school media specialist.

Prerequisite and Required Courses:

It is anticipated that the practicum will be taken as one of the last courses before a student completes all of the requirements for graduation. In addition to permission from the practicum coordinator, prerequisites for the practicum include LSC 813 (The Library Media Center) as well as the four core courses.

Core courses for all students:

- LSC 551 Organization of Information
- LSC 553 Information Sources and Services
- LSC 555 Information Systems in Libraries and Information Centers
- LSC 557 Libraries and Information in Society

Students interested in receiving the school library certification are required to take the following electives:

- LSC 603 Technical Services
- LSC 606 Cataloging and Classification
- LSC 772 Media Services in Libraries
- LSC 776 Design and Production of Audiovisual Materials
- LSC 813 The School Library Media Center
- LSC 854 Media for Children
- LSC 855 Media for Adolescents
- LSC 908 Practicum

II. Objectives & Requirements for LSC 908

Practicum Objectives:

1. To provide students with an opportunity to observe and practice the principles of the school library media profession under the supervision of a state certified school library media specialist.
2. To afford students the opportunity to apply the skills, understandings and competencies gained in previous courses in the School Library Media program.
3. To allow students to interact, observe and reflect upon the policies, usage, resources, and service surrounding the school library media programs visited for the practicum experience.

Practicum Course Requirements for Students:

1. Contact the mentor library media specialists(s) to discuss the goals and activities for the practicum. These activities should reflect the four roles of the library media specialist as stated in the American Association of School Librarians' *Information Power* (Teacher, Instructional Partner, Information Specialist, and Program Administrator). See the Recommended Activities section.
2. Complete a reflective journal daily to document the internship that includes: observations and activities, what has been learned, and a critique of the experiences. Keep a separate time log or indicate the hours in the journal. Record activities on the Activities Checklist.
3. Collaborate with teacher(s) to plan, teach and assess a lesson showing the integration of information literacy skills and school curriculum content.
4. Arrange for one observation by the CUA practicum coordinator. The coordinator must observe you teaching a lesson for which you have a fully developed lesson plan that has been submitted at least 24 hours in advance to the coordinator.
5. Create a media center related project that would directly benefit students and/or teachers as well as support the goals of the school. Submit either a description or concrete evidence (photo, podcast, video etc.) of the project.
6. Submit a summary of how the media program(s) reflects the four roles of the school library media specialist. (See #1 above.) You may include one or more schools depending on your placements.
7. Visit at least one other library media center in order to expand your professional experience. Submit a description of the school library media center and selected highlights of their program.

8. Attend and submit a summary of at least one local, district or state professional meeting.
9. Participate weekly in online discussions through Blackboard. There are fourteen possible topics: Getting to Know Each Other, Censorship, Cataloging, Teaching Information Literacy, Book Talks, Working With Teaching Staff, Selection, Copyright, Budget, Day to Day Tasks, Technology, Interview Questions/Tips, Readings, and Final Thoughts on the Experience.

III. Role of the Supervising Library Media Specialist

The supervising library media specialists have been selected because they are regarded as excellent role models, and they have agreed to provide practicum students with opportunities to perform the teacher, instructional partner, information specialist and program administrator roles. Students are expected to take full advantage of the unique opportunity the practicum provides for them to benefit from the knowledge and experience offered by these recognized leaders in the profession.

The course requirements/assignments listed in Section II were reviewed in detail with the students at the introductory LSC 908 orientation. It will be noted that students will require the assistance, direction and/or coordination of the supervising library media specialist in order to complete several of these assignments. Students must submit all assignments to the practicum coordinator before the end of the CUA semester.

The attached “Required Activities” list provides the basis for the planning referred to in course requirement #1, which reflects the four roles of the library media specialist (Teacher, Instructional Partner, Information Specialist, and Program Administrator), as stated in the American Association of School Librarians’ *Information Power*. It will be noted that the list contains examples of activities outlined in *Information Power*, as well as the AASL/NCATE standards. The practicum student and the supervising library media specialist will need to work together to plan the specific activities that will be completed during the practicum placement at a particular school (all activities do not need to be completed at each school, but a combination of the two).

Because practicum students will be assigned to a minimum of two schools, it is important that the students as well as the supervising library media specialist stay in close contact with the practicum coordinator concerning the status of each placement. This need is particularly significant in the case of full time teachers in Loudoun County, who may be placed in three schools in order to take advantage of spring break and summer school opportunities in order to complete their practicum requirements.

It is the responsibility of the practicum coordinator to ensure that a logical sequence of activities takes place among the schools involved in the practicum process, so that the overall objectives of the practicum may be achieved by the students. As soon as

possible after the end of a practicum placement, the supervising library media specialist should complete the Recommended Activities form, adding comments where appropriate. (It is desirable that this form be reviewed with the student.) The practicum coordinator will share information contained on this form with supervising librarians at subsequent placements as applicable.

Completed Activities forms should be sent to: Mrs. Elizabeth Fall, CUA School Library Media Practicum Coordinator, 8713 Geren Rd., Silver Spring, MD 20901.

IV. Administrative Matters

Practicum Student Performance Evaluation Forms:

At the end of each practicum placement, the supervising library media specialist should complete the two Student Evaluation forms (A & B), adding comments where appropriate. Copies of the Evaluation forms are attached.

Completed Evaluation forms for spring and summer practicum students should be mailed to: Ms. Elizabeth Fall, CUA School Library Media Practicum Coordinator, 8713 Geren Rd., Silver Spring, Maryland 20901.

Grades for LSC 908

The practicum is graded Pass/Fail.

It is the responsibility of the practicum coordinator to determine the student's final grade for LSC 908. The grade will be based on the quality of the assignments completed by the student, the observation of the student while he/she is teaching a class at one of the placement schools, and the student's performance and contribution at the placement schools as evaluated by the supervising library media specialists.

CUA Contact:

Supervising library media specialists should feel free to contact Elizabeth Fall, Practicum Coordinator, with any questions or concerns at any point during the practicum process. (Telephone Number: 919-454-3554 or Email: ehleadbitter@hotmail.com).

If a supervising library media specialist detects significant potential problems in a student's performance during the practicum, that information should be communicated as soon as possible to the practicum coordinator.

**School Library Media Practicum
Student Evaluation Form A**

Practicum Student _____ Semester _____

Supervising Library Media Specialist _____

School _____

County or School District _____

Using the scale below, please put the appropriate number to right of the statement to indicate the practicum student's level of performance in the following areas, which are contained in the ALA/AASL Standards for School Library Media Preparation.

0 = Standard not met 1=Standard partially met 2=Standard met N=No opportunity to observe

Use of Information and Ideas

1. Candidate models strategies to locate, evaluate and use information for specific purposes.	
2. Candidate identifies and addresses student interests and motivations.	
3. Candidate is aware of major trends in reading material for children and youth.	
4. Candidate uses a variety of strategies to promote leisure reading.	
5. Candidate facilitates access to information in print, nonprint, and electronic formats.	
6. Candidate demonstrates ways to establish and maintain a positive educational climate in the library media center.	

Comments (Optional):

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Teaching and Learning

7. Candidate designs library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction.	
8. Candidate supports the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement	
9. Candidate as teacher of information skills makes use of a variety of instructional strategies and assessment tools.	
10. Candidate employs strategies to integrate the information literacy curriculum with content curriculum.	
11. Candidate assists students to use technology to access, analyze, and present information.	

Comments (Optional):

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Program Administration

16. Candidate selects, analyzes, and evaluates print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs.	
17. Candidate plans for efficient use of resources and technology to meet diverse user needs.	
18. Candidate develops and evaluates policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies.	
19. Candidate applies accepted management principles and practices that relate to personnel, financial and operational issues.	
20. Candidate collaborates with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives.	

<p>Comments (Optional):</p>

Supervising Library Media Specialist Signature: _____
Date: _____

GENERAL EVALUATIVE COMMENTS
Student Evaluation Form B

Student's Name: _____
Practicum Placement School _____
Date Practicum began: _____ Date Practicum Ended: _____
Total Hours at this School: _____

Please use the space below, or attach an additional sheet, to describe observed performance of assigned tasks by the student and/or personal qualities that impacted on their effectiveness during the practicum placement. Examples might include dependability, service ethic, emotional stability, accuracy, initiative, thoroughness, ability to establish rapport and work with students, or ability to establish rapport and work with staff members and/or school volunteers.

Supervising Library Media Specialist

Signature: _____ Date: _____