Fall 2016: Seminar meets 9 Saturdays from 1:00 to 3:40 pm. The sessions are required. These dates are tentative: 8/27, 9/10, 9/17, 9/24, 10/1, 10/8, 10/15, 10/22, 12/3

Instructor: Violet H. Harada, Professor Emerita  
Email: vharada@hawaii.edu  
Advising by appointment.

Technical support: Michael-Brian (MB) Ogawa  
Email: ogawam@hawaii.edu

Course Description
The purpose of the practicum is to provide fieldwork experience in a selected school library. Through observation and practice, the student will be able to apply skills, concepts, and theories learned in the classroom. This course ideally should be taken near the end of the professional program of study. It is required for students seeking school library licensure. The course may be repeated once for an additional three credits in another semester with instructor’s consent.

Student Learning Outcomes
SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
   1c) Develop and apply critical thinking skills in preparation for professional practice  
   1d) Craft and articulate a professional identity

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
   2a) Demonstrate understanding of leadership  
   2c) Develop, manage, and assess information services for specific users and communities  
   2e) Demonstrate the ability to advocate effectively for information services

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.
   3b) Organize, create, archive and manage collections of information resources following professional standards

SLO 4: Evaluate and use the latest information technologies, research findings and methods.
   4b) Integrate emerging technologies into professional practice  
   4c) Apply current research findings to professional practice

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.
   5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders  
   5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

Course Learning Outcomes
The students will be able to:
- Articulate the philosophy, goals, and objectives of the library
- Analyze the activities and programs of the library in relation to the objectives of both the library and the larger school organization of which it is a contributing and supportive member
• Complete a range of professional activities that demonstrate achievement of the ALA/AASL Standards for Initial Preparation Programs for School Library Media Specialists (2010)
  • Standard 1: Teaching for learning
  • Standard 2: Literacy and reading
  • Standard 3: Information and knowledge
  • Standard 4: Advocacy and leadership
  • Standard 5: Program management and administration

• Assess and evaluate a library media center based on principles and guidelines reflected in the Hawaii DOE Elements of a Quality School Library Media Center (2014).

• Synthesize and apply skills, concepts, and theories so that competencies gained can be used in an entry-level professional position

The student will provide evidence of having achieved the above objectives through:
• participating in field experiences and seminar discussions.
• composing reflective entries in e-journals.
• producing an e-portfolio and self-assessing performance on practicum tasks.
• assessing a library media center based on DOE program evaluation guidelines.

Required Textbooks [may be purchased through amazon.com]


Teaching Philosophy
Inquiry-driven learning is most effectively achieved when the instructor creates various opportunities for collaborative learning and for application of theory in actual practice. In my courses, I use some of the following strategies:
• seminar discussions with opportunities for synthesis and evaluation.
• collaborative problem-solving sessions.
• knowledge exchange with guest resource speakers.
• self-reflection and analysis through e-logs.
• self-assessment through e-portfolios.

Professional Expectations
Students are required to follow the highest standards of intellectual and personal honesty throughout their careers at the University of Hawaii, as stated in the LIS Program guidelines: (http://www.hawaii.edu/lis/students/professional-expectations-notice/) and the Manoa Student Conduct Code (http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/), which “reaffirms the principle of student freedom that is coupled with an acceptance of responsibility for one’s actions and the consequences of such actions.”

Kokua
If you need reasonable accommodations to complete required coursework because of the impact of a documented disability, you are encouraged to explore the services of UH Manoa’s KOKUA program (http://www.hawaii.edu/kokua/). KOKUA provides disability access services to individuals on a case-by-case basis, and students are not charged for these services. A student’s disability status is considered confidential information and is only disclosed to faculty with the student’s permission.

Support Services
Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Liliʻuokalani Center for Student Services, Room 312. More information is available at the CSDC website: http://manoa.hawaii.edu/counseling/.

Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: http://manoa.hawaii.edu/titleix/.

Course Approval Procedures
1. Student completes an information profile form and informally discusses site preferences and past work experiences with the instructor.
2. Instructor makes practicum assignments and informs students by e-mail.
3. Student arranges a visit with cooperating librarian.
4. Student prepares a rough draft of the practicum proposal and discusses the draft with the instructor and the cooperating librarian.
5. Student revises draft according to suggestions made by both the cooperating librarian and the instructor.
6. Student prepares a final proposal and submits it electronically.

Assignments and Grading
This is a credit/no credit course. The mere completion of the hours of fieldwork does not assure receiving credit. The student must complete all the course requirements below in a timely and satisfactory manner to receive credit.

1. Develop a proposal for the practicum experience.
2. Complete a minimum of 120 hours under the supervision of one or more professional librarians. [Exception regarding on-site supervision is granted if a student is doing an on-the-job practicum.]
3. Maintain an e-journal of the practicum experience.
4. Share informal oral progress reports at the seminars.
5. Prepare an e-portfolio of the practicum experience.
6. Present a brief oral reflection of the semester’s experience at the last seminar session.
8. Actively participate in all seminar sessions.

Technology Requirements
1. Conduct online searches to develop content for presentations, projects and instructional plans.
2. Create multimedia presentations using PowerPoint or other presentation applications.
3. Prepare an e-portfolio.
4. Incorporate current technology applications and tools that are appropriate for K-12 students and faculty.
Practicum Expectations
The practicum is a collaborative team effort. A student enrolled in the course has a right to expect the cooperating librarian and the practicum coordinator to provide a meaningful learning experience. The cooperating librarian and the practicum coordinator, in turn, expect the student to responsibly and proactively shape his/her learning experience.

Student’s expectations

<table>
<thead>
<tr>
<th>Cooperating librarian:</th>
<th>Practicum coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>introduction to the library, its goals, objectives, history, patrons’ needs, administration, services, collections, selection policies, programs, facilities, routines, and procedures</td>
<td>guidance and instruction in writing a proposal and creating a culminating e-portfolio</td>
</tr>
<tr>
<td>exposure to and hands-on experience in performing entry level professional tasks</td>
<td>support and constructive suggestions throughout the practicum</td>
</tr>
<tr>
<td>instruction and mentoring</td>
<td>planning and facilitation of seminar sessions</td>
</tr>
<tr>
<td>guidance and instruction in writing a proposal and creating a culminating e-portfolio</td>
<td>evaluation of the student’s proposal, field experience, and e-portfolio</td>
</tr>
</tbody>
</table>

Cooperating librarian’s expectations

<table>
<thead>
<tr>
<th>Student:</th>
<th>Practicum coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>satisfactory performance on the objectives stated in the proposal</td>
<td>coordination concerning the student’s goals and objectives as stated in the proposal</td>
</tr>
<tr>
<td>communication and feedback on observations and hands-on experiences</td>
<td>availability for site, phone, and email conferences</td>
</tr>
<tr>
<td>appropriate work habits and deportment including adherence to school's dress code</td>
<td>coordination of at least one site visit to discuss the student’s progress with the coordinator and student</td>
</tr>
<tr>
<td>flexibility, initiative, and resourcefulness</td>
<td></td>
</tr>
<tr>
<td>willingness to learn and a sense of humor</td>
<td></td>
</tr>
</tbody>
</table>

Practicum coordinator’s expectations

<table>
<thead>
<tr>
<th>Student:</th>
<th>Cooperating librarian:</th>
</tr>
</thead>
<tbody>
<tr>
<td>open, honest communication</td>
<td>coordination with the school administration to obtain approval for participation in the practicum program</td>
</tr>
<tr>
<td>thoughtful analysis of practicum experiences</td>
<td>coordination with other members of the staff to enable the student to satisfactorily achieve his/her objectives</td>
</tr>
<tr>
<td>satisfactory achievement of all course requirements</td>
<td>discussion with the practicum coordinator concerning problems encountered during the practicum</td>
</tr>
<tr>
<td>positive, constructive attitude toward the practicum experience</td>
<td>time set aside for meeting with the student and coordinator on student’s progress</td>
</tr>
</tbody>
</table>

Note
Students, who are taking the practicum as on-the-job librarians, will be expected to meet the same course objectives; however, the assignments will be modified to fit their situations.
GUIDELINES FOR ASSIGNMENTS

Practicum Proposal

The proposal is due via email to the practicum coordinator by the 2nd seminar. The intent of the proposal is to give you an opportunity to describe the specific tasks and activities you plan to engage in during your practicum. Your proposal should include:

1. Cover signature sheet (sample on next page).

2. Information about yourself: name, address, phone at work and home, list of courses completed, and list of current courses.

3. Information about your library: name of cooperating librarian, name and address of library, phone number, library hours.

4. Purpose of practicum: short paragraph of your personal reasons for doing a practicum.

5. Objectives you hope to achieve during your practicum. You may copy the course objectives or create your own set of goals based on the course objectives.

6. Work schedule: indicate tentative dates, days of the week and hours you plan to work. A minimum time block of three consecutive hours is required. Most cooperating school librarians also strongly advise that you put in a whole day at least once a week. If you must change your visitation schedule due to emergencies during the semester, please inform your cooperating librarian immediately.

7. Checklist of activities/tasks you hope to complete in order to meet your objectives. A template will be provided that is organized according to the ALA/AASL Standards for Initial Preparation of School Librarians (2010).
   - Standard 1: Teaching for learning
   - Standard 2: Literacy and reading
   - Standard 3: Information and knowledge
   - Standard 4: Advocacy and leadership
   - Standard 5: Program management and administration
A Proposal for a Practicum in School Librarianship

at

(Name of Library/Information Center)

By

(Name of Student)

Approved by:

______________________________
Name(s) Cooperating Librarian(s)

______________________________
Violet H. Harada, Practicum Coordinator
Culminating Electronic Portfolio

The completed e-portfolio must be posted by the last seminar session. Organizing an e-portfolio is a reflective and self-affirming activity that invites you to identify and analyze your accomplishments.

You will be using a designated digital tool (LiveBinder) to design and develop your e-portfolio. Create separate tabs in your e-portfolio for the following.

**Personal essay** of insights gained as well as your philosophy of librarianship. Create a tab labeled PERSONAL ESSAY. Content should include the following.

- Introductory paragraph: stating where and with whom you did your practicum and the number of hours you completed.

- Reflective section (minimum 750 words): identify the most meaningful things you learned and accomplished during the practicum, how different LIS (and other) courses helped you grow as a professional, and how past work and personal experiences also influenced your growth. Provide specific examples to support your reflection.

- Plans for professional growth (minimum 500 words): articulate your plan for professional growth that includes the following: (1) your personal philosophy of librarianship, (2) how you plan to pursue lifelong learning, and (3) how you wish to grow as a contributing member of your school community and the larger professional community.

**Logs.** Create a tab labeled LOGS with sub-tabs for the individual logs. Include Overall Comments on the LOGS main page where you explain how your logs addressed the ALA/AASL Standards for Initial Preparation of School Librarians (2010).

**Evidence folders** for each standard.

- There are 5 standards and for each one, create a separate tab.
- Each standard should include the appropriate segment of the e-portfolio rubric. Assess your own work using the rubric.
- Each standard should include more than one sub-tab. For example, Standard 1 deals with teaching for learning. In that evidence folder, you should have sub-tabs for lesson plans, student exemplars and commentary, and other relevant artifacts or visuals that capture your instructional work with students.

*Note: Although it is not required, you are encouraged to add relevant items from other LIS courses you have taken, e.g., LIS 684, LIS 686, LIS 681, LIS 682.*

**Examples of artifacts you might include in the evidence folders**

Note: Tasks may overlap among the standards. For instance, your lesson plans to meet Standard 1 might also include a lesson that meets Standards 2 (teaching a reading strategy) or Standard 5 (digital citizenship).

<table>
<thead>
<tr>
<th>Standards</th>
<th>Content includes but not limited to these items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1 Teaching for learning</td>
<td>Lesson plans focused on inquiry learning with assessments</td>
</tr>
<tr>
<td>Standard 2 Literacy and reading</td>
<td>Reading list and/or webliography</td>
</tr>
<tr>
<td></td>
<td>Purchase recommendation list</td>
</tr>
<tr>
<td></td>
<td>Reading-related event or promotion</td>
</tr>
<tr>
<td></td>
<td>Lesson plan focused on teaching a reading strategy</td>
</tr>
<tr>
<td>Standard 3 Information and knowledge</td>
<td>Activity involving use of digital/virtual tool for learning</td>
</tr>
</tbody>
</table>
Standard 4
Advocacy and leadership
• Activity/event to advocate for student learning through the library
• Plan for professional development conducted
• Activity promoting resource sharing, networking with other libraries or information agencies

Standard 5
Program management and administration
• Evaluation of library program using DOE Elements of a Quality School Library Media Program
• Purchase recommendation list
• Reading list and/or webliography
• Activity promoting intellectual freedom
• Evidence of activity to enhance the physical or virtual library environment
• Lesson plan/activity focused on digital citizenship
• Facility analysis

**Final Oral Reflection**

The Oral reflection will be presented at the last seminar session. This is a chance to share insights and strengths you have gained as a result of your practicum experience. The focus should be on your professional growth, not a description of the library or librarian(s) with whom you worked. Please keep the following in mind as you prepare for it.

1. Be brief (approximately 10 minutes).
2. Organize your presentation around the following key questions:
   - What is my personal vision of what a school library should be in a 21st-century school? Why so?
   - What do I believe is my most critical professional role(s)? Why so?
   - What professional skills and knowledge did I gain as a result of the practicum experience?
   - What were some of my strongest achievements this semester? Why do I think this?
   - What areas of professional development do I need to work on?
   - What other personal insights did I gain and why are they important to me?
3. Incorporate visuals into your presentation (e.g., handouts, slides, photos, student products).

**Electronic Logs**

Reflection e-logs are to be turned in every other Thursday based on the schedule below. The logs must be posted by Thursday midnight. Adjustments will be made for students doing a modified practicum. Former practicum students have indicated that sharing the logs with one another and receiving comments from peers was a valuable experience. For this reason, I ask that you post your logs on the class listserv [lis696-l@lists.hawaii.edu]. You then respond to an assigned buddy by the following Thursday. I will make the buddy assignments at the first seminar.

Schedule for the logs. Post logs and responses to class listserv [lis696-l@lists.hawaii.edu]

| Sept. 1 – post log 1 | Sept. 98 – respond to buddy’s log 1 |
| Sept. 15 – post log 2 | Sept. 22 – respond to buddy’s log 2 |
| Sept. 29 – post log 3 | Oct. 6 – respond to buddy’s log 3 |
| Oct. 13 – post log 4 | Oct. 20 – respond to buddy’s log 4 |
| Oct. 27 – post log 5 | Nov. 3 – respond to buddy’s log 5 |
| Nov. 10 – post log 6 | Nov. 17 – respond to buddy’s log 6 |
In your e-logs you will describe and analyze your practicum experiences. The entries also provide me with an opportunity to converse with you on an individual basis. Because the e-logs are considered a critical learning tool and a means of communication between instructor and student, they must be turned in on a timely basis.

For each log entry, select an event or activity that you felt contributed to your learning, i.e., what we call a critical incident. Incorporate your thoughts on the following questions:

- What exactly happened?
- What did you learn from this experience?
- How would you change or improve what happened? Why so?
- Which standards from the ALA/AASL Standards for Initial Preparation Programs for School Library Media Specialists (2010) did this particular incident address?

Each entry should be thoughtfully detailed (minimum of 500 words). Your e-logs should provide rich and analytical descriptions of the events selected. Save all e-logs for your culminating e-portfolio.

**Responding to Buddy Logs**

On alternate weeks, you will have the opportunity to respond to a buddy’s log. Keep the buddy remarks conversational and informal. Offer ideas, alternate possibilities, or simply positive support. The buddy responses are also due by Thursday midnight. There is no word length recommended.

**Procedures Manual**

This is a binder of information that you assemble on your own throughout the semester. The objective is to have you organize the practical, "how-to" information that you have collected from your cooperating librarian and other professional colleagues. You will not be turning this in to me. It is for your personal use.

Possible areas to include (this is illustrative and not exhaustive):

- Library access: hours, schedule, calendar for year, circulation policies, procedures, and evaluation measures, opening/closing of school year guidelines.
- Management: procedures for budget planning; ordering; inventory control; lost and overdue materials; processing; collection maintenance; personnel recruitment, training, supervision; and evaluation measures.
- Planning: mission and goals, samples of short-term and long-term plans for improvement.
- Materials selection: policies, procedures.
- Technology applications: artifacts and documentation regarding the use of technology in library management and instruction.
- Instruction: conceptual frameworks, lesson plan formats, teacher-librarian planning forms.
- Instruction/reference services/programming: procedures, sample units/programs, assessment/evaluation measures.
- Marketing/advocacy/community outreach: samples of publicity and promotions.
- Facility planning: floor plans, assessment measures, ideas for improvements, information on learning commons.
- Personnel: job descriptions, recruitment announcements, training materials for paraprofessional or volunteer staffs, evaluation forms.
# LIS 696 Seminar Schedule

**EL** = *Empowering Learners*

**Standards** = *Standards for the 21st Century Learner in Action*

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics and Tasks</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| 1       | 8/27     | Focus: COURSE INTRODUCTION  
- Provide course overview  
- Work on practicum proposal  
- Introduce standards-based checklist of activities | EL – Appendices A, D |
|         | 9/10     | STANDARDS 1: TEACHING FOR LEARNING  
- Introduce rubric for e-portfolio  
- Discuss teaching role of library media specialist  
- Introduce *Standards for the 21st Century Learner in Action*  
- Go over expectations for lesson plans | EL – Chapters I, II  
Standards – browse entire document  
Due: Practicum proposal |
|         | 9/17     | STANDARDS 2: LITERACY AND READING  
Note: if possible bring a draft of one of the following to seminar:  
- Reading lists or webliographies  
- Purchase recommendation lists  
- Reading promotion activities  
We will also discuss teaching reading techniques  
STANDARDS 3: INFORMATION AND KNOWLEDGE  
- Discuss teaching digital citizenship  
- Share examples of digital tools for learning  
- Share ideas for promoting public awareness of legal and ethical uses of information | EL – Chapter II |
<p>| 4       | 9/24     | Field visit: Denise Sumida at Pearl Harbor Elementary |                                                             |</p>
<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10/1</td>
<td>1:00 pm</td>
<td>HL 3G</td>
<td>STANDARD 5: PROGRAM MANAGEMENT AND ADMINISTRATION</td>
<td>EL – Chapter III, IV, Appendices B, C</td>
</tr>
<tr>
<td></td>
<td>10/8</td>
<td>1:00 pm</td>
<td></td>
<td>Field visit: Sandy Yamamoto at Kapolei High with Carolyn Kirio, Kapolei Middle</td>
<td>EL – Chapter III, IV, Appendices B, C</td>
</tr>
<tr>
<td></td>
<td>10/15</td>
<td>1:00 pm</td>
<td>HL 3G</td>
<td>BUILDING SCREENCAST TUTORIALS</td>
<td>Bring laptops with you</td>
</tr>
<tr>
<td></td>
<td>10/22</td>
<td>1:00 pm</td>
<td>HL 3G</td>
<td>BUILDING E-PORTFOLIORS</td>
<td>Bring laptops with you</td>
</tr>
<tr>
<td></td>
<td>12/3</td>
<td>1:00 pm</td>
<td>HL 3G</td>
<td>Focus: PERSONAL REFLECTIONS</td>
<td>Due: Culminating e-portfolios</td>
</tr>
</tbody>
</table>

- **STANDARD 5: PROGRAM MANAGEMENT AND ADMINISTRATION**
  - Share information on collections and access
  - Share information on fiscal management
  - Share information on facility issues
  - Share ideas for enhancing the physical or virtual library
  - Share tips on writing grants

- **STANDARD 4: ADVOCACY AND LEADERSHIP**
  - Share ideas for advocacy projects
  - Share ideas for networking and resource sharing with other libraries
  - Share ideas for conducting professional development activities with faculty

- **Bring the following:**
  - Slides showing your library
  - Facility walkthrough sheet
  - A lesson you plan to teach or have taught

- **Bring laptops with you**

- **Due:** Culminating e-portfolios