

**LIS 696
Practicum in School Librarianship
Fall 2017**

Fall 2017: Seminar meets on 9 Saturdays. Sessions will be from 1:00 to 3:40 pm.
Tentative session dates: 8/26, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 12/2.

Coordinator/instructor: Violet H. Harada, Professor Emeritus
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Technical and instructional assistance: Michael-Brian (MB) Ogawa, Associate Faculty Specialist
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Course Description

The purpose of the practicum is to provide fieldwork experience in a selected school library. Through observation, practice, readings, and self-reflection, 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.

LIS Student Learning Outcomes Aligned with AASL School Library Initial Preparation Standards

LIS SLOs	AASL Standards for Initial Prep	696 Sample Assignments
<u>Designated SLO</u> SLO 6 Demonstrate skills necessary to work effectively within and across information organizations <u>Other relevant SLOs</u> SLO 2 Design, provide, and assess information services SLO4 Evaluate and apply information technologies SLO5 Engage with diverse communities and/or indigenous cultures	1. Teaching for Learning Demonstrate knowledge of learners and learning, collaborative planning, inquiry-based learning, instruction to cultivate effective information users and creators of new knowledge	Lesson plans and assessment Use of digital tools to locate and evaluate information Use of digital tools to create and communicate new knowledge Reading records Logs
	2. Literacy and Reading Encourage reading for information and pleasure, reinforce classroom reading instruction	Bibliographies/webliographies Purchase recommendation lists Activity to promote reading Reading records Logs
	3. Information and Knowledge Promote ethical, equitable access to physical and virtual resources, use research strategies to improve practice	Activity to promote efficient and ethical uses of information Activity to promote student/faculty awareness of digital citizenship, intellectual freedom Reading records Logs
	4. Advocacy and Leadership Advocate for dynamic library programs; connect with faculty,	Participation in a professional conference Assistance with professional

	administration, and community; lead professional development and other activities contributing to student achievement	development Activity to advocate for the library at school or community level Activity to promote interlibrary collaboration Reading records Logs
	5. Management and Administration Plan, develop, implement, and evaluate school library programs and services that support the library's and school's goals	Assessment of a service or event Analysis of facility Activity to enhance the library's physical or virtual presence Reading records Logs

Course Learning Outcomes

The student 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 mission and 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

- 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.
- creating an online record of self-selected professional readings.
- producing an e-portfolio and self-assessing performance on practicum accomplishments.

Required Textbook [may be purchased through amazon.com or American Library Association]

Donham, Jean. (2013). *Enhancing Teaching and Learning: A Leadership Guide for School Librarians*. 3rd ed. ALA-Neal Schuman.

Teaching Philosophy

Inquiry-driven learning is most effectively achieved when the instructor creates various opportunities for reflective learning and for application of theory in actual practice. To create this type of learning environment, I incorporate some of the following strategies:

- seminar discussions with opportunities for reflection and evaluation.
- collaborative problem-solving sessions.
- insights and questions generated from professional readings.

- knowledge exchange with peers and with guest resources.
- self-reflection and analysis through e-logs.
- self-assessment through e-portfolios.

Seminar Organization

I believe that seminars are invaluable opportunities to build thoughtful conversations where we discuss what we are experiencing at the different practicum sites, share the questions arising and insights gained. At the same time, we compare and measure these experiences with both the required text and self-selected readings that broaden and extend our professional knowledge.

I have organized the seminars around the five standards dealing with the preparation of school librarians although we can adjust this depending on needs. I want the sessions to focus on informal discourses where we exchange understandings and issues that help all of us grow as professionals. We will be sharing experiences from the different practicum sites, insights and questions from our individual readings, and the same from the assigned Donham text.

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/resources/professional-expectations/>) 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 Lili’uokalani 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 Start Up

1. Student completes an information profile form and informally discusses site preferences and past work experiences with the practicum coordinator.
2. Coordinator makes practicum site assignments and informs students by e-mail.
3. Student arranges a visit with the cooperating librarian.
4. Student prepares a rough draft of the practicum proposal and discusses the draft with the coordinator and the cooperating librarian.

5. Student revises draft according to suggestions made by both the cooperating librarian and the coordinator.
6. Student prepares a final proposal and submits it electronically. The proposal can be modified as needed throughout the semester.

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 and an annotated record of professional readings.
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.
7. 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 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

<p>Cooperating librarian:</p> <ul style="list-style-type: none"> • introduction to the library, its goals, objectives, history, patrons' needs, administration, services, collections, selection policies, programs, facilities, routines, and procedures • exposure to and hands-on experience in performing entry level professional tasks • instruction and mentoring 	<p>Practicum coordinator:</p> <ul style="list-style-type: none"> • guidance and instruction in writing a proposal and creating a culminating e-portfolio • support and constructive suggestions throughout the practicum • planning and facilitation of seminar sessions • evaluation of the student's proposal, field experience, and e-portfolio
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Cooperating librarian's expectations

<p>Student:</p> <ul style="list-style-type: none"> • satisfactory performance on the objectives stated in the proposal • communication and feedback on observations and hands-on experiences • flexibility, initiative, and resourcefulness • willingness to learn and a sense of humor 	<p>Practicum coordinator:</p> <ul style="list-style-type: none"> • coordination concerning the student's goals and objectives as stated in the proposal • availability for site, phone, and email conferences • coordination of at least one site visit to discuss the student's progress with the coordinator and student
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Practicum coordinator's expectations

<p>Student:</p> <ul style="list-style-type: none"> • open, honest communication • thoughtful analysis of practicum experiences • satisfactory achievement of all course requirements • constructive attitude toward the practicum experience 	<p>Cooperating librarian:</p> <ul style="list-style-type: none"> • coordination with the school administration to obtain approval for participation in the practicum program • coordination with other members of the staff to enable the student to satisfactorily achieve his/her objectives • discussion with the practicum coordinator concerning concerns encountered during the practicum • time set aside for meeting with the student and coordinator on student's progress
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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 electronically to the practicum coordinator by the 2nd seminar. The intent of the proposal is 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 site work schedule due to emergencies during the semester, please inform your cooperating librarian immediately.
7. Checklist of activities/tasks you hope to complete. 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

(COVER SHEET - SAMPLE)

UNIVERSITY OF HAWAII AT MANOA
Library and Information Science Program

LIS 696 - Practicum in School Librarianship

Semester, Year

A Proposal for a Practicum in School Librarianship

at

(Name of Library/Information Center)

By

(Name of Student)

Approved by:

Cooperating Librarian(s)

Violet H. Harada, Practicum Coordinator

Electronic Logs

E-logs provide a critical opportunity for you to reflect on and analyze selected experiences during your practicum. 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 incident address?

Your e-logs should provide rich, analytical descriptions of the events selected. Each entry should be thoughtfully detailed (minimum of 500 words). Post your e-logs in LAULIMA every other Thursday based on the schedule below. The logs must be posted by Thursday midnight. On alternate weeks, you will have the opportunity to respond to an assigned buddy's log in LAULIMA. The buddy remarks should be conversational and informal where you offer ideas, alternate possibilities, or simply positive support. The buddy responses are also due by Thursday midnight. There is no required word length for the buddy responses. Important: you are free to respond to additional classmates at any time.

Schedule for the logs:

- Log 1: post by 8/31; buddy response by 9/7
- Log 2: post by 9/14; buddy response by 9/21
- Log 3: post by 9/28; buddy response by 10/5
- Log 4: post by 10/12; buddy response by 10/19
- Log 5: post by 10/26; buddy response by 11/2
- Log 6: post by 11/9; buddy response by 11/16

Reading Record

The practicum is a valuable opportunity to build your insights and knowledge through observations, on-site activities, and reflective logs. To enrich and deepen this experience, I invite you to select readings beyond the Donham text and build an online record of your thoughts about them in LAULIMA. Please post a minimum of one reading each Friday starting on 9/1 and ending on 11/3.

I will also invite you to informally share your readings in our Saturday seminars. There is no word limit on your posts but consider the following.

- Full citation for the selection
- Short summary of the content
- Personal connection with the reading
- Question raised by the reading

If you are not sure where to start in finding readings that might interest you, consider some of the articles that Donham references at the end of her chapters. Another option is to search for articles written by some of the respected scholars and professionals in school librarianship. My list is by no means, exclusive. Find your own favorites!

- Debbie Abilock: Noodle Tools, instruction
- Helen Adams: intellectual freedom
- Daniel Callison: information literacy
- Sherry Crow: motivation, information literacy
- Mirah Dow: STEM
- Eliza Dresang: computer use
- Michael Eisenberg: information literacy, Big6 Skills
- Nancy Everhart: leadership

- Lesley Farmer: miscellaneous
- Kristin Fontichiaro: instruction, data visualization project
- Carol Gordon: information literacy, action research
- Melissa Gross: computer use
- Ken Haycock: leadership
- Sandra Hughes-Hassell: young adult services
- Doug Johnson: leadership
- Melissa Johnston: leadership mentoring
- Carol Kuhlthau: information literacy
- Annette Lamb: graphic inquiry
- David Loertscher: learning commons
- Marcia Mardis: digital access
- Judi Moreillon: reading strategies, collaboration
- Rebecca Morris: collaboration
- Delia Neuman: information literacy, assessment
- Donna Shannon: perception surveys
- Ruth Small: motivation
- Barbara Stripling: inquiry learning
- Ross Todd: evidence based practice
- Joyce Valenza: technology

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 from 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.

- Keep it brief (approximately 10 minutes).
- Tell your “story” 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 in the practicum experience?
 - What were some of my strongest achievements this semester? Why do I think this?
 - What other personal insights did I gain and why are they important to me?
- Incorporate visuals into your presentation (e.g., handouts, slides, photos, student products).

Culminating Electronic Portfolio

The completed e-portfolio must be posted in LAULIMA by midnight of the last seminar session. Organizing an e-portfolio is a reflective and self-affirming activity that invites you to identify and analyze your accomplishments. Importantly, I ask that you also assess your performance using the rubric provided at the first seminar session. Although I recommend that you build your portfolio in LiveBinder, alternative tools may also be considered. In creating your portfolio, provide separate tabs 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).

Reading record. Create a tab labeled READING RECORD. Copy and paste your reading entries from LAULIMA.

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).

Standards	Content includes but not limited to these items
Standard 1 Teaching for learning	<ul style="list-style-type: none"> • Lesson plans focused on inquiry learning with assessments
Standard 2 Literacy and reading	<ul style="list-style-type: none"> • Reading list and/or webliography • Purchase recommendation list • Reading-related event or promotion • Lesson plan focused on teaching a reading strategy
Standard 3 Information and knowledge	<ul style="list-style-type: none"> • Activity involving use of digital/virtual tool for learning
Standard 4 Advocacy and leadership	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Purchase recommendation list • Reading list and/or webliography • Activity promoting intellectual freedom • Evidence of activity to enhance the physical or virtual library

	<p>environment</p> <ul style="list-style-type: none">• Lesson plan/activity focused on digital citizenship• Facility analysis
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LIS 696 SEMINAR SCHEDULE
All sessions will be held in Hamilton 3-G except for the field trips

Session	Date	Topics and Text Assignments	Performance Tasks
1	8/26 1:00 pm	SEMINAR INTRODUCTION Donham text reading: <ul style="list-style-type: none"> Chap 1 - Students 	<ul style="list-style-type: none"> Log 1: 8/31 Reading record 1: 9/1 Buddy response log 1: 9/7 Reading record 2: 9/8
2	9/9 1:00 pm	STANDARD 1: TEACHING FOR LEARNING Donham text readings: <ul style="list-style-type: none"> Chap 2: Curriculum Chap 6: Collaboration Chap 12: Inquiry Based Learning Chap 13: Assessment of Student Learning 	<ul style="list-style-type: none"> Practicum proposal: 9/9 Log 2: 9/14 Reading record 3: 9/15
3	9/16 1:00 pm	STANDARD 2: LITERACY AND READING Donham text reading: <ul style="list-style-type: none"> Chap 9: Literacy STANDARD 3: INFORMATION AND KNOWLEDGE Donham text reading: <ul style="list-style-type: none"> Chap 7: Access for Learning and Teaching 	<ul style="list-style-type: none"> Buddy response log 2: 9/21 Reading record 4: 9/22 <p><i>If you have drafts, send the following to us before class via lis696-l@lists.hawaii.edu:</i></p> <ul style="list-style-type: none"> Reading lists Webliographies Purchase recommendations Reading promotions
4	9/23 1:00 pm	Field visit: Sacred Hearts Elementary, Honolulu Hosting librarian: Laurel Oshiro Donham text reading: <ul style="list-style-type: none"> Chap 11: Technology Leadership 	<ul style="list-style-type: none"> Log 3: 9/28 Reading record 5: 9/29

5	9/30 1:00 pm	STANDARD 5: PROGRAM MANAGEMENT AND ADMINISTRATION Donham text readings: <ul style="list-style-type: none"> • Chap 8: Collection • Chap 10: Virtual Library 	<ul style="list-style-type: none"> • Buddy log response 3: 10/5 • Reading record 6: 10/6
6	10/7 1:00 pm	STANDARD 4: ADVOCACY AND LEADERSHIP Donham text readings: <ul style="list-style-type: none"> • Chap 3: The Principal • Chap 5: The Community • Chap 14: Library Program Evaluation • Chap 15: Leadership 	<ul style="list-style-type: none"> • Log 4: 10/12 • Reading record 7: 10/13
7	10/14	Field trip: Seabury Hall High School, Maui Hosting librarian: Linda Lindsay	<ul style="list-style-type: none"> • Buddy log response 4: 10/19 • Reading record 8: 10/20
8	10/21 1:00 pm	BUILDING E-PORTFOLIOS [bring laptops] Guest instructor: Dr. MB Ogawa Use LiveBinder to create an e-portfolio To work on your LiveBinder in the seminar, bring some of the following: <ul style="list-style-type: none"> • Lesson plans • Bibliography or webliography • Purchase recommendation list • Photos of activities • Logs and reading record 	<ul style="list-style-type: none"> • Log 5: 10/26 • Reading record 9: 10/27 • Buddy log response: 11/2 • Reading record 10: 11/3 • Log 6: 11/9 • Buddy log response: 11/16
9	12/2 1:00 pm	ORAL REFLECTIONS	<ul style="list-style-type: none"> • Culminating e-portfolios: 12/2