

**University of Kentucky**  
**School of Library & Information Science (SLIS)**

**LIS 676 School Media Practicum**  
**Spring 2016**

**Instructor**

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**Office Hours**

- by appointment
- Please contact via email to schedule an appointment

**Class Information**

- Online via Canvas

**COURSE INFORMATION**

**Course Description**

Supervised experience at the elementary and secondary levels in school library media centers. Required for students seeking certification as school/media librarians in Kentucky. Experiences will be under the joint supervision of college faculty and cooperating media librarians. Prerequisite: LIS 644, valid Kentucky Teaching Certificate or Statement of Eligibility, and consent of instructor.

**Course Overview**

Students in the school library media certification program will complete two practicum experiences of 10 days each (elementary and secondary). Each practicum will carry one (1) semester hour of credit. One (1) additional semester hour is associated with the certification portfolio. Kentucky Teacher Standards (Kentucky Educational Professional Standards Board, 2008) and American Library Association/American Association of School Librarians (2010) Standards for Initial Preparation of School Librarians will guide activities during the practica and the creation of the certification portfolio.

**Practica**

For each practicum experience, the student will be supervised by a cooperating librarian, who must have been a certified school library media specialist for at least three years and must have a minimum of two years of experience in the present position. I will serve as the university supervisor and will make one in-person or virtual visit to the school library media site during each practicum. During that visit I will observe the practicum student teaching or co-teaching a lesson or working with students or teachers in a learning and teaching context. I will also meet briefly with the practicum student and with the cooperating librarian. The cooperating library media specialist will complete an evaluation of the practicum student.

## **Certification Portfolio**

All school media library certification students will compile a portfolio to document proficiency with Kentucky's Teacher Standards and the AASL Standards for School Media Librarians. Portfolio entries should reflect key knowledge and skills acquired throughout the program. These artifact entries come from a variety of sources and may include course work as well as professional development opportunities. Portfolios are finalized during the practicum and reviewed at the conclusion of the candidate's practicum experience.

## **STUDENT EVALUATION**

The following are written assignments which must be completed during the practicum. The practicum student and the cooperating school media librarian should plan a variety of experiences that will meet the particular needs of both the student and the school site.

### **Student Assessments**

#### **Each Practicum Experience\***

- Practicum Schedule—In collaboration with the cooperating school librarian, you will create a schedule with a list of dates and beginning and ending times of your planned practicum experience. Additionally, you will identify preferred times and dates for the lesson observation by the University Supervisor. *5 points*
- Practicum Goals—Review the ALA/AASL Standards [http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aasleducation/schoollibrary/2010\\_standards\\_with\\_rubrics\\_and\\_statements\\_1-31-11.pdf](http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf). Identify a minimum of three elements upon which you would like to focus during your practicum experience. In collaboration with your cooperating school librarian, plan activities to support your competency with those elements. *10 points*
- Daily logs and reflections— You will keep a brief log of your daily activities listing what you do each day during your practicum and your reactions to those activities. Additionally, you will connect daily activities to the ALA/AASL (2010) Standards for Initial Preparation of School Librarians which they address. *10 points*
- Practicum Reflection—At the end of each practicum, reflect upon your experiences discussing what you learned and what you have yet to learn. For example, consider the following questions: How did your experiences relate to principles, concepts, and best practices of librarianship and school librarianship that you learned about in your courses? How do you feel about your experiences? What went well? What would you do differently next time? What have you discovered about children in this school community? What did you learn about the role of the school media librarian? What problems did you observe or experience? How do you think your experiences will affect your approach to your first job as a school media librarian? *15 points*
- Lesson Plan and Observation—Under the guidance of the cooperating school librarian at the practicum site, you will design a lesson for teaching or co-teaching students or teachers (i.e. professional development). You will then teach the lesson, and the university supervisor and the cooperating librarian will observe the lesson and evaluate it. *20 points total*

- Lesson Self-Assessment—After teaching the lesson for which you developed a plan and were observed, you will self-assess your planning and teaching. *10 points*
- Practicum Experience Self-Evaluation—At the conclusion of each practicum experience, you will complete a self-evaluation of your performance during the practicum experience. *10 points*
- Formative Development Plan OR Professional Development Plan *20 points*
  - Formative Development Plan—at the conclusion of the first practicum experience, you will discuss your growth as a result of the experience and formulate a plan for building on your strengths as a teacher and librarian and addressing any limitations during the second practicum experience. For example, consider the following questions: were there any experiences during your initial practicum experience that were especially meaningful that you would like to build upon during the second experience? Are there any teacher standards or ALA/AASL Standards that you feel you need to focus on during the upcoming experience?
  - Professional Development Plan—at the conclusion of your second practicum experience, you will create a personal professional development plan. Evaluate your present strengths and weaknesses in relation to the Kentucky Teacher Standards and ALA/AASL Standards. What continuing education experiences do you feel you need? How will you go about gaining the professional development experiences you need? Be very specific, noting titles of journals, names and approximate dates of conferences, etc. You should include this plan in your portfolio.

\*Please note that successful completion of all assignments is required to qualify for certification.

## **Student Assessments**

### **Certification Portfolio\***

- Standards Matrix—To ensure that your portfolio addresses each of the KY Teacher Standards and each of the ALA/AASL Standards, you will create a matrix that connects the artifacts with the respective standards addressed. *5 points*
- Philosophy of Professional Practice Statement—you will craft a statement to articulate your philosophy of effective school library practice. *15 points*
- Artifact entries—You will select up to eight artifacts to demonstrate proficiency in each of the KY Teacher Standards and each of the ALA/AASL Standards. Each artifact should include the context for which the entry was created and a rationale for inclusion. *70 points*
- Professional Development Plan—you will create a personal professional development plan. Evaluate your present strengths and weaknesses in relation to the Kentucky Teacher Standards and ALA/AASL Standards. What continuing education experiences do you feel you need? How will you go about gaining the professional development experiences you need? Be very specific, noting titles of journals, names and approximate dates of conferences, etc. You may submit the

same Professional Development Plan created at the conclusion of the practicum, or you may modify it. *10 points*

\*Please note that successful completion of all assignments is required to qualify for certification.

### **Grading Scale**

90-100 points =	<b>A (Exceptional Achievement)</b>
80-89 points =	<b>B (High Achievement)</b>
70-79 points =	<b>C (Average Achievement)</b>
Below 70 points =	<b>E (Failing)</b>

### **Attendance**

If a practicum student misses any scheduled days of the practicum because of illness or some other emergency, the practicum student must notify both the University of Kentucky practicum supervisor and the cooperating librarian and make-up these days before the end of the scheduled practicum.

### **Submission of Course Assignments**

All written assignments are expected to conform to basic standards for scholarly writing. This course will use APA formatting and style for every assignment.

You will be submitting all assignments through OTIS and Canvas. Please do NOT email assignments.

Assignment due dates are provided in the course calendar. **Assignments, activities, discussions and/or quizzes should be submitted before midnight of the due date. Assignments submitted after the posted due date will receive an automatic 20% point reduction for each day the assignment is overdue.**

## **TECHNOLOGY INFORMATION & RESOURCES**

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to a computer with a reliable Internet connection and video and audio capabilities.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:

<https://iweb.uky.edu/MSDownload/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

**Information Technology Customer Service Center (UKIT)**

<http://www.uky.edu/UKIT/>; 859-218-4357

## **Library Services**

### **Distance Learning Services**

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan Service:  
[http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)

## **GENERAL COURSE POLICIES**

### **Academic Integrity**

According to Senate Regulation 6.3.1: "All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission." For specific information regarding the University's code and regulations on plagiarism and cheating, visit:

<http://www.uky.edu/StudentAffairs/Code/>

<http://www.uky.edu/StudentAffairs/Code/part2.html>

<http://www.uky.edu/Ombud/Plagiarism.pdf> : "Plagiarism: What is it?"

### **Excused absences**

Summarized from Senate Regulation 5.2.4.2: A student shall not be penalized for an excused absence. The following are defined as excused absences:

- Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family.
- The death of a member of the student's household (permanent or campus) or immediate family.
- Trips for members of student organizations sponsored by an educational unit, trips for
- University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. Prior notification is required.
- Major religious holidays. Prior notification is required.
- Any other circumstances which the Instructor of Record finds reasonable cause for absence.

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity

to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Excused absences' effect on grading: Summarized from Senate Regulation 5.2.4.2: If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements.

### **Incompletes**

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2  
<http://www.uky.edu/StudentAffairs/Code/part2.html>.

### **Academic Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please contact me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu) ) for coordination of campus disability services available to students with disabilities.

### **Integration of Syllabus with UK Preparation Unit Themes**

This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

## **Integration of the Syllabus with the Themes of Diversity, Assessment and Technology**

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.