



## COURSE SYLLABUS

INSC 595 – Student Teaching in School Library Information Centers  
Sections 1 (CRN 44770) and 2 (CRN 44771)  
School of Information Sciences – Fall 2018  
*Updated on 08/21/18*

**Course Sections:** 001 (CRN 44768) and 002 (CRN 44769), combined online  
**Meeting Time and Place:** TBA, Cyberspace  
**Course Credit Hours:** 3 Graduate Hours

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### COURSE DESCRIPTION AND VALUE PROPOSITION

Planned professional semester; full day school library work and classroom observation activities. S/NC only. (UTK Graduate Catalog)

This student teaching course is the culminating experience for individuals who are pursuing their initial Tennessee teaching license and PreK-12 School Library Endorsement, so that they can enter the school library profession. The goal is to come away from the experience with an understanding of the realities of the job and to be fully equipped to meet the demands of a dynamic school library. You will split your time equally between elementary, middle, and high school library, currently five (5) weeks in each place, so that you can work effectively at any level.

### STUDENT LEARNING OUTCOMES

By the end of this class you will build on your prior coursework and gain competences as expressed in the 2017 AASL National School Library Standards for school librarians and library programs to be able to:

- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems related to school libraries. (*Inquire*)
- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the school library's learning community. (*Include*)
- Work effectively with others to broaden perspectives and work toward common goals. (*Collaborate*)
- Make meaning for oneself and others by collecting, organizing, and sharing resources related to school librarianship. (*Curate*)

- Foster learners' (including your own, your students' and peers') personal curiosity. (*Explore*)
- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. (*Engage*)

## HOW TO BE SUCCESSFUL IN THIS CLASS

Be present, be intellectually curious, and engage equally with your peers and with me.

## REQUIRED TEXT FOR THE COURSE



AASL. 2018. *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA/AASL.

## LEARNING ENVIRONMENT

Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other's thoughts and process, and everyone's voice and experiences are important. You are selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent.

## INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

The bulk of your time for this class is spent in school libraries, however we will have at least one real-time Zoom meeting at the beginning of the semester, and we will also use Canvas for additional tasks. You should be comfortable with Online@UT (Canvas and Zoom), the Internet and world wide web, word processing, presentation and spreadsheet software, and social media applications. Campus resources support you, but ultimately it is your responsibility to have the necessary technical equipment and knowledge needed. For additional information or support:

- Technology at SIS – [www.sis.utk.edu/sis-technology](http://www.sis.utk.edu/sis-technology)
- UT Office of Information Technology (OIT): <https://oit.utk.edu/Pages/default.aspx>
  - There's a link to the OIT HelpDesk on the upper left side of the page.
- lynda.com is a great source of online training support, so check it out, at <https://oit.utk.edu/Training/online-training/lynda/Pages/default.aspx>. You'll need your UTK netid and password to access lynda.

CEHHS also requires all teacher candidates to complete Google Certified Educator Level 1 Certification, which you should plan to do by the end of the semester. Here is the link to the training, [https://teachercenter.withgoogle.com/certification\\_level1](https://teachercenter.withgoogle.com/certification_level1).

## COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS

We are using the edTPA Assessment as well as several sets of standards to frame our discussions and your practice, including:

- AASL National School Library Standards for School Librarians and School Libraries

*Last revised on 08/19/18*

- inTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0
- Tennessee Literacy Standards
- CEHHS Professional Competencies, Attitudes & Dispositions (ProCADs)

The AASL standards are our organizing framework for your practicum experience:

- I. Inquire – critical thinking, problem solving, and strategizing for learning;
- II. Include – commitment to diversity and inclusion
- III. Collaborate – working effectively and successfully with others
- IV. Curate – organizing for efficiency, access, and relevance
- V. Explore – lifelong learning, instruction, leadership
- VI. Engage – modeling and teaching safe, legal, ethical use of information

Each standard contains several competencies and each competency can be attained through a wide variety of valuable field experiences. As you work to obtain state mandated competencies, dive into your school library experiences with enthusiasm and take the initiative to look for ways to get the most out of your limited time in this supervised setting. There may be times when you will also be asked to indicate how the assignment addresses inTASC and Tennessee Literacy Standards, where applicable.

### **Assessment**

Your grade is based on:

- My overall assessment of the quality of your assignments related to standards;
- An evaluation submitted by each of your supervising librarians (ProCADs survey);
- Your own self-evaluation on the ProCADs;

Please note that students will be assigned a grade of S (satisfactory) or NC (no credit) for this course. Neither grade is counted in computing grade point average, but is entered on the permanent record. Possible grades for this class include:

- S is given for C or better work on the traditional grading scale
- NC is given for grades of C-, D+, D, D-, and F.
- The student only receives credit in the course if an S is received.
- I, for incomplete work, recorded as an SI, and not computed in the average.

The final pages of this syllabus are a list of starter ideas for your six activities related to the AALS (and other) standards.

### **Note on “Incompletes”**

Based on University of Tennessee policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor. An “F” is submitted for students who simply disappear. More information is available at [http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade\\_of\\_Incomplete](http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade_of_Incomplete)

### **Citizenship, Resilience, and Grit (aka active class participation)**

You start and contribute to posts on Canvas, and bring related materials to the attention of the instructor or your fellow students. Your contributions show original thought and initiative, not simply agreement or endorsement. You interact with your peers as much as you do with me so that we create a learning **community**. Quality of thought is much more important than quantity.

## **UNIVERSITY AND OTHER CLASS POLICIES**

### **Attendance Policy and Inclement Weather**

If schools are closed due to inclement weather, students should make every attempt to make up hours if at all possible within the time frame of the practicum. Stay in touch so that I know if you're having difficulty getting your hours done, especially toward the end of the semester. In general, you're looking to accrue somewhere around 450 clock hours of time in school libraries.

### **Communication**

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the OIT Helpdesk to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

### **Academic Honesty**

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses. Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.

Each student's work must be the product of his/her own study and/or research, not a joint effort unless previously approved. (Graduate School Catalog, "Academic Honesty," [http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic\\_Honesty](http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic_Honesty).)

## **STUDENTS WITH SPECIAL NEEDS**

Any student who feels he or she may need an accommodation based on the impact of a disability should contact Student Disability Services (SDS) to document their eligibility for services. SDS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. Contact SDS at 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: [sds@utk.edu](mailto:sds@utk.edu).

## **HODGES LIBRARY INFORMATION SCIENCE LIAISON**



Information Science LibGuide (library guide) – <http://libguides.utk.edu/infosci>  
Our Information Sciences librarian is Anna Sandelli,  
[https://libguides.utk.edu/prf.php?account\\_id=33838](https://libguides.utk.edu/prf.php?account_id=33838)

## **COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT**

*Last revised on 08/19/18*

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see [www.cci.utk.edu/diversity-statement](http://www.cci.utk.edu/diversity-statement).

*I reserve the right to revise, alter or amend this syllabus. We'll discuss any changes ahead of time, and you will always be notified in writing and/or by email of any changes.*

## **Suggested Activities Timeline for Fall 2018**

### **August**

- Orientation to 595
- 22<sup>nd</sup> – UTK Classes start (INSC 595)
- Complete Google Certified Educator Level 1 training and send me a copy of your certificate, [https://teachercenter.withgoogle.com/certification\\_level1](https://teachercenter.withgoogle.com/certification_level1) (note: this may be done at any time during the Fall 2018 semester, but must be uploaded no later than 12/4/18)
- Regularly post reflective content to discussion boards, maintain logs and timesheets]
- Work on assignments

### **September**

- TEAM Observation (formal, announced) on the Planning Section
  - Meet with me to discuss feedback and create a work plan to address improvement
- ProCADS self-assessment posted to discussion board
- Regularly post reflective content to discussion boards, maintain logs and timesheets
- Work on assignments

### **October**

- TEAM Observation (may be announced or unannounced) on the Environment Section
  - Meet with me to discuss feedback and create a work plan to address improvement
- Regularly post reflective content to discussion boards, maintain logs and timesheets
- Work on assignments

### **November**

- TEAM Observation (formal, announced) on the Planning & Instruction Sections
  - Meet with me to discuss feedback and create a work plan to address improvement
- Regularly post reflective content to discussion boards, maintain logs and timesheets
- Work on assignments

### **December**

- TEAM Observation (formal, announced) on the Planning & Instruction Sections
- Post key artifact(s) to HAL, if you haven't done so already
- Student complete CEHHS ProCADs survey online
- Mentors complete CEHHS ProCADs survey online
- Regularly post reflective content to discussion boards, maintain logs and timesheets

#### *Notes on Assignments:*

- *One TEAM observation may include your mentor librarian and/or administration as well as Dr. Welch.*
- *HAL belongs to CEHHS and we will learn more about it as the semester goes on.*

## **Assignment Summary – more details are available in Canvas**

<b>Assignments</b>	<b>Timeframe</b>	<b>Format</b>
Plan school library experiences with supervising librarian(s) (SLs)	Each placement	n/a
Create timesheet and track your hours; 1 timesheet per placement	One timesheet per placement <i>All timesheets to Dr. W no later than December 13<sup>th</sup></i>	Your choice; must be signed by SL and principal at the end of each placement, and sent to me
Create activities log and regularly enter activities in it.		Your choice; <u>must be a total of six activities with connections to standards</u>
Plan and present an in-service (peer-teaching) activity using TEL (Tennessee Electronic Library)	By 12/4	Upload teaching materials and evaluations in Canvas Assignments (any format)
Plan and present a student-focused instructional program using TEL or similar electronic resource	By 12/4	Upload teaching materials and evaluations/feedback in Canvas, along with a remediation plan for improving the program (any format)
Three (3) TEAM Candidate Observations, with feedback and response	By 12/4	Canvas, details to come
Five (5) Peer (Librarian or Teacher) Observations	By 12/4	Post to the discussion board
Regular, substantive, reflective journal entries	Minimum of one per week: • self-reflection, and thoughtful response to a peer post	Discussion board posts

**Sample or Suggested Activities for each AASL Standard**

<b>AASL Standard</b>	<b>Sample or Suggested Activities</b>
<p><b>I – Inquire</b>  <i>(keywords: critical thinking; problem-solving)</i></p>	<ul style="list-style-type: none"> <li>• Offer booktalks on a regular basis.</li> <li>• Become familiar with collection analysis tools such as Titlewise® and use it to identify needed acquisitions and target areas needing weeding.</li> <li>• Explore system-owned resources external to the school and determine accessibility and modes of delivery, such as courier service (i.e. Teacher Center materials, Knox County Schools Central Office materials and services, etc.)</li> <li>• Identify resources external to the school that are <i>not</i> system-owned such as public, community, and college libraries and explore collaboration and inter-library loan options.</li> <li>• Direct student assistants and/or parent volunteers.</li> <li>• Troubleshoot, advise or assist with technologies utilized both in administrative and instructional functions.</li> </ul>
<p><b>II – Include</b>  <i>(keywords: inclusion, respect, diversity in learning)</i></p>	<ul style="list-style-type: none"> <li>• Prepare programs or show correspondence documenting ways you value and promote diversity of culture, class, and lifestyles.</li> <li>• Oversee exhibit development and create bulletin boards.</li> </ul>
<p><b>III – Collaborate</b>  <i>(keywords: work effectively, broaden perspectives, common goals)</i></p>	<ul style="list-style-type: none"> <li>• Meet with staff regularly in curriculum development activities, including curriculum-mapping efforts in the curriculum vertical and horizontal alignment process.</li> <li>• Work with individual teachers and teams to support their teaching efforts with pre-selected materials.</li> <li>• Assist media specialist with paper work, paper trails for ordering, budget development, etc.</li> </ul>
<p><b>IV – Curate</b>  <i>(keywords: collecting, organizing, sharing resources, personal relevance)</i></p>	<ul style="list-style-type: none"> <li>• Develop a newsletter or electronic communication (Web page) to apprise parents, teachers, students, or other stakeholders of the services, programs, and news of the school media center.</li> <li>• Provide books, articles, websites, bibliographies, pathfinders or libguides for faculty, staff, and students targeting their personal and professional interests or instructional needs.</li> <li>• Develop bibliographies of holdings to support curriculum units and determine needed acquisitions, providing reviews and order information for those selections.</li> </ul>
<p><b>V – Explore</b>  <i>(keywords: innovation; growth mindset; reflective practice)</i></p>	<ul style="list-style-type: none"> <li>• Attend a building-level in-service session, a system-level in-service program, or a state, regional, or national conference. (i.e. TLA, TASL, AASL, ALA)</li> <li>• Compare the school’s resource selection policies with the school’s stated goals and objectives.</li> <li>• Initiate and implement a new program or process in the media center. Oversee an ongoing program such as a book fair, book club, Accelerated Reader program, etc.</li> <li>• Write a grant targeted for funding one or more media center programs.</li> </ul>

<p><b>VI – Engage</b>  <i>(keywords: safe, legal, ethical use of info products; interconnected world)</i></p>	<ul style="list-style-type: none"> <li>• Prepare and deliver lessons to students, teachers, and parents on information literacy skills. Topics may include, but are not limited to:             <ul style="list-style-type: none"> <li>i. Use of the school media center or online catalog;</li> <li>ii. PowerPoint, Publisher, or Prezi;</li> <li>iii. Online databases such as TEL or the library’s ebook collection;</li> <li>iv. Web 2.0 tools such as Twitter, Pinterest, Blendspace, Socrative;</li> <li>v. Online information sources such as Google Books, Google Scholar, NewsELA.</li> </ul> </li> <li>• Present sessions demonstrating both traditional and electronic search strategies and retrieval methods.</li> </ul>
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*Note that these are sample or suggested activities and should not limit your ideas!*