



COURSE SYLLABUS

INSC 596 – Field-Based Experience in School Library Media Centers
Sections 1 (CRN 44770) and 2 (CRN 44771)
School of Information Sciences – Fall 2018

Updated on 08/22/18

Course Sections: 001 (CRN 52171) and 002 (CRN 52172), combined online
Meeting Time and Place: TBA, Cyberspace
Course Credit Hours: 2 or 4 Graduate Hours (variable credit course)

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COURSE DESCRIPTION AND VALUE PROPOSITION

Prescribed activities to gain competencies in a school library information center setting. Must have a total of 4 credits, 200 clock hours, and can be taken for 2 credit hours (100 clock hours) or 4 credit hours (200 clock hours). S/NC only. (UTK Graduate Catalog)

This student teaching, or practicum, course is the culminating experience for certified individuals who want to 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 and successful school library.

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

Of the required 200 total clock hours, regardless of whether you complete them in one semester or two semesters:

- A maximum of 80 can be at any one level (elementary, middle, or high school);
- A minimum of at least 20 hours in each of the three school levels.
- For each 100 hours, up to 20 may be completed without the supervision of a school librarian (ex: working on the library website; planning a lesson; creating bulletin board or display components).

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
- 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.

COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS

We are using several sets of standards to frame our discussions and your practice, including:

- AASL National School Library Standards for School Librarians and School Libraries
- inTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0
- Tennessee Literacy Standards
- UT College of Education 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. The ProCADS are addressed through an online survey and I'll provide the link at the end of class.

The final pages of this syllabus are sample activities that you can use as a launch for choosing your own activities to fill standards.

Assessment

Your grade is based on:

- My overall assessment of the quality of your work meeting standards;
- One (1) observation done by me and possibly attended by your supervising librarian; you choose the site and time in the semester (with approval)
- An evaluation (ProCADs survey) submitted by each of your supervising librarians;
- Your own ProCADs self-assessment.

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.
- The grade of I for incomplete work will be recorded as an SI, not computed in the average.

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

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

Completing 200 total clock hours can be challenging, but students should be able to continue working if they find creative ways to obtain those hours. For example, if you registered for the course as a two-credit hour course, completing 100 hours in each of two terms, during the first semester a student might complete 80 hours in an elementary school library (with 20 of those hours as unsupervised work) and 20 hours at a nearby middle school library. Your second hundred hours might then include 60 hours at a middle school (for a total of 80 at the middle level), 20 hours at a high school, and 20 hours attending a professional conference. If you take the course as a 4-credit hour course, completing all 200 of your hours in one semester, you can essentially double the estimates suggested. This is just a suggestion for how you might split your time and still meet the minimum hours in each place, it is not a requirement that you do it specifically this way.

It is important to note that *students currently teaching in a school cannot count regular work hours toward the practicum requirements; you cannot get paid for practicum hours*. However, students may seek permission to take unpaid days off so that they can work in a school library. Students with a fall/spring break can arrange to work in a nearby school system that is on a different calendar and has a different fall or spring break (this is a great option as students gain the experience of being in a library for a whole week). Another option is to attend a professional conference that occurs on a weekend. TLA and TASL, for example, offer conference sessions on Saturdays and/or Sundays, and such hours can be counted as supervised. Look for opportunities to work in nearby libraries that have extended or evening hours as well.

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.

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.)

STUDENTS WITH SPECIAL NEEDS

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. The full address for ODS is 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: ods@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

COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT

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.

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

- Group Zoom meeting to discuss course requirements and expectations, answer questions about procedures and artifacts
- Meet risk factor requirements BEFORE going into schools
 - Child Protection Training and Mandatory Reporting
 - Professional liability insurance
 - Background check
- 22nd – UTK Classes start (INSC 596), begin accumulating hours at your first placement
- Regularly post reflective content to discussion boards, maintain logs and timesheets
- Work on assignments

September

- Complete Google Professional Educator Certification – Level 1, https://teachercenter.withgoogle.com/certification_level1
- TVAAS training (if you haven't already done it, <https://goo.gl/forms/GWdDTdZ9MktUbMBt2>)
- ProCADS initial self-assessment posted to discussion board (online)
- Supervising librarian at first placement completes the online ProCADS Survey to evaluate your experience in their library (*NOTE: if your placement spans two months, your supervising librarian(s) should complete the ProCADS at the point you finish your placement.*)
- Regularly post reflective content to discussion boards, maintain logs and timesheets
- Work on assignments

October

- Supervising librarian at second placement completes the online ProCADS Survey to evaluate your experience in their library
- Regularly post reflective content to discussion boards, maintain logs and timesheets
- Work on assignments
- Schedule observation with Dr. Welch and supervising librarians

November

- Supervising librarian at third placement, if applicable, completes the online ProCADS Survey to evaluate your experience in their library
- Regularly post reflective content to discussion boards, maintain logs and timesheets
- Work on assignments
- Schedule observation with Dr. Welch and supervising librarians (if you haven't already)

December 13th (firm deadline!)

- Timesheets and all final assignments or related info ***must be received by*** Dr. W
- Post key artifact(s) to CEHHS Google Docs, if you haven't done so already
- Student complete CEHHS ProCADs Survey online
- Supervising Librarians complete ProCADs online surveys

[Assignment Summary – more details are available in Canvas](#)

| Assignments | Timeframe | Format |
|---|---|--|
| 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 13th</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. | Each 100 clock hours <ul style="list-style-type: none"> • minimum of one activity per AASL standard, and | Your choice; must be a total of <u>six activities with connections to standards</u> |
| Plan and present an in-service (peer-teaching) activity using TEL (Tennessee Electronic Library) | Once per 200 clock hours (either spring or fall) | Upload teaching materials and evaluations in Canvas Assignments (any format) |
| Plan and present a student-focused instructional program using TEL or similar electronic resource | Once per 200 clock hours (either spring or fall) | Upload teaching materials and evaluations/feedback in Canvas, along with a remediation plan for improving the program (any format) |
| TEAM (or equivalent) school librarian evaluation process review and plan | By December 4 th | Post your plan to the discussion board |
| Regular, substantive, reflective journal entries | Minimum of one per week: <ul style="list-style-type: none"> • self-reflection, and • thoughtful response to a peer post | Discussion board posts |

Other

| | Timeframe | Format |
|---------|---|-------------------------------|
| ProCADs | <ul style="list-style-type: none"> • <i>Student</i> completes self-reflection at beginning and end of semester • <i>Supervising Librarians</i> complete ProCADs on student at the end of each placement | Online Survey (in both cases) |

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|----------------------|--|---------------------------|
| TVAAS Training | By end of first semester of 596 (if you haven't done it for your school already) | Online training |
| Google Certification | By end of first semester of 596 | Upload certificate to HAL |

Sample or Suggested Activities for each AASL Standard

Note that these are sample or suggested activities and should not limit your ideas!

| AASL Standard | Sample or Suggested Activities |
|--|--|
| I – Inquire <i>(keywords: critical thinking; problem-solving)</i> | <ul style="list-style-type: none"> • Become familiar with collection analysis tools such as Titlewise® and use it to identify needed acquisitions and target areas needing weeding. • 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.) • 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. • Direct student assistants and/or parent volunteers. • Troubleshoot, advise or assist with technologies utilized both in administrative and instructional functions. |
| II – Include <i>(keywords: inclusion, respect, diversity in learning)</i> | <ul style="list-style-type: none"> • Prepare programs or show correspondence documenting ways you value and promote diversity of culture, class, and lifestyles. • Oversee exhibit development and create bulletin boards. |
| III – Collaborate <i>(keywords: work effectively, broaden perspectives, common goals)</i> | <ul style="list-style-type: none"> • Meet with staff regularly in curriculum development activities, including curriculum-mapping efforts in the curriculum vertical and horizontal alignment process. • Work with individual teachers and teams to support their teaching efforts with pre-selected materials. • Assist media specialist with paper work, paper trails for ordering, budget development, etc. |
| IV – Curate <i>(keywords: collecting, organizing, sharing resources, personal relevance)</i> | <ul style="list-style-type: none"> • Offer booktalks on a regular basis. • 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. • Provide books, articles, websites, bibliographies, pathfinders or libguides for faculty, staff, and students targeting their personal and professional interests or instructional needs. • Develop bibliographies of holdings to support curriculum units and determine needed acquisitions, providing reviews and order information for those selections. |
| V – Explore <i>(keywords: innovation; growth mindset; reflective practice)</i> | <ul style="list-style-type: none"> • 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) • Compare the school’s resource selection policies with the school’s stated goals and objectives. • Initiate and implement a new program or process in the media center. • Oversee an ongoing program such as a book fair, book club, makerspace, Accelerated Reader program, etc. • Write a grant targeted for funding one or more media center programs. |

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|---|---|
| <p>VI – Engage <i>(keywords: safe, legal, ethical use of info products; interconnected world)</i></p> | <ul style="list-style-type: none"> • 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"> i. Use of the school media center or online catalog; ii. PowerPoint, Publisher, or Prezi; iii. Online databases such as TEL or the library’s ebook collection; iv. Web 2.0 tools such as Twitter, Pinterest, Blendspace, Socrative; v. Online information sources such as Google Books, Google Scholar, NewsELA. • Present sessions demonstrating both traditional and electronic search strategies and retrieval methods. |
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