

**The CATHOLIC UNIVERSITY OF AMERICA**

**LSC 695B  
GUIDELINES FOR SCHOOL LIBRARY MEDIA PRACTICUM**

- I.** General Information
- Course Description
  - The School Library Media Program at CUA
  - Prerequisite and Required Courses
- II.** Objectives and Requirements for LSC 695B
- Practicum Objectives
  - Practicum Course Requirements for Students
- III.** Role of the Supervising Librarian
- IV.** Administrative Matters
- Practicum Student Performance Evaluation Forms
  - Grades for LSC 695B
  - CUA Contact

\* This document has been revised by Ms. Nancy Silcox and Dr. Sung Un Kim and reviewed by the CUA LIS curriculum committee in the fall of 2013.

**LSC 695B**  
**Guidelines for School Library Media Practicum**

**I. General Information**

The school library media practicum provides a unique opportunity for students interested in a career in school librarianship to gain professional experience in a school library setting. Students may earn three graduate credits by working 120 hours under the supervision of certified school librarians. After consultation between the student and practicum coordinator, practicum placements are arranged through the Directors of School Library Media in the various counties.

Students must complete the 120 hour requirement in at least two library settings. No less than 40 hours must be completed at each of the two levels, K-6 and 7-12. Students are responsible for consulting county and state requirements in order to ensure the correct number of hours is obtained for their individual certification needs.

**Course Description**

Supervised professional training in a school library media center approved by the Department of Library and Information Science. A minimum of 120 hours is required. Requires written description, reflection, and evaluation of practicum experiences, and observation of a planned lesson by practicum coordinator. Participation in the online part of the course requires weekly essays on topics relevant to school librarianship and a final essay reflecting on the five roles of a school librarian. Requests for the practicum should be made at the beginning of the preceding semester to allow sufficient time to make arrangements. Graded: Pass/Fail. Prerequisites: 835 and permission of the practicum coordinator.

**The School Library Media Program at CUA**

The school library media program is selected by students who wish to work with young people in school libraries of public and private schools.

CUA's Educator Preparation Provider is accredited by the Council for the Accreditation of Educator Preparation (CAEP), and the school library media program is recognized by the American Library Association (ALA) and state approved by the District of Columbia Office of the State Superintendent of Education (OSSE).

The CUA Department of Library and Information Science offers a variety of courses that focus on school library media services. Each student is required to take the four required core courses listed below along with appropriate mid-level and advanced courses.

Students have been advised that very specific requirements must be fulfilled in order to receive the state-issued certificate, which is required to work in public school libraries. Because of this, students pursuing this program of study must stay in close contact with Dr. Sung Un Kim ([kimi@cua.edu](mailto:kimi@cua.edu); 202-319-6040) to ensure that their course work will fulfill state requirements.

### **Prerequisite and Required Courses**

It is anticipated that the practicum will be taken as one of the last courses before a student completes all of the requirements for graduation. In addition to permission from the practicum coordinator, prerequisite for the practicum is LSC 835: Administration of School Library Media Programs. You may take the practicum while you take LSC 835.

Core courses for all students:

- LSC 551: Organization of Information
- LSC 553: Information Sources and Services
- LSC 555: Information Systems in Libraries and Information Centers
- LSC 557: Libraries and Information in Society

Students interested in receiving the school library certification are required to take the following courses:

- LSC 603: Technical Services
- LSC 606: Cataloging and Classification
- LSC 731: Media Integration in the Curriculum
- LSC 752: Design and Production of Multimedia
- LSC 835: Administration of School Library Media Programs
- LSC 848: Media for Children
- LSC 849: Media for Adolescents
- LSC 695B: School Library Media Practicum

The description of each course can be found at  
<http://lis.cua.edu/courses/courses.cfm>.

## II. Objectives & Requirements for LSC 695B

### Practicum Objectives

1. To provide students with an opportunity to observe and practice the principles of the school library media profession under the supervision of a state certified school librarian.
2. To afford students the opportunity to apply the skills, understandings and competencies gained in previous courses in the School Library Media program.
3. To allow students to interact, observe and reflect upon the policies, usage, resources, and service surrounding the school library media programs visited for the practicum experience.

### Suggested Text

- American Library Association. (2009). *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: American Association of School Libraries. ISBN- 10: 083898519X, ISBN-13: 978-0838985199

### Practicum Course Requirements for Students

Blackboard will be used to submit and grade assignments. Written assignments will be uploaded as attached files.

### Practicum Placements

Two placements, one at the elementary (K-6) level and one at the secondary (7-12) level, are required for a total of 120 hours. At least 40 hours must be completed at each level. Your preference for a particular school will be considered, but not guaranteed. The Practicum Coordinator works with liaisons in each school district to find the best placement for each student. When your placements have been confirmed, complete the Request for Enrollment in School Library Media Practicum LSC 695 form. **Include courses you plan to take during the same semester you will be enrolled in the practicum course.** Email the completed form to the Practicum Coordinator, who will submit it to the CUA. You will be notified when to enroll in the practicum course.

Once your placement has been determined, contact the supervising librarians to discuss and identify the dates of your placements. You and the Supervising Librarian, with the approval of the Practicum Coordinator will determine the number of hours at each school and the daily schedule for the placement.

Be sure the supervising librarians have the Practicum Guidelines and the Practicum Student Activities Checklist. These activities reflect the five roles of the school librarian as stated in the American Association of School Librarians' *Empowering Learners: Guidelines for School Library Programs* (Leader, Instructional Partner, Information Specialist, Teacher, and Program Administrator).

Discuss with the supervising librarians what activities you will complete at each school. Upload this plan to Blackboard at the beginning of your placement. Record completed activities on the Practicum Student Activities Checklist. This should be done in electronic format. The completed activities checklist will be due and uploaded at the end of all placements.

## **Assignments**

### **Placement Assignments**

1. Complete a **reflective journal/daily time log** to document the hours worked in each school. Include observations and activities, what has been learned, and your reflection on the experiences. The reflective journal will be turned in weekly to the practicum coordinator while you are working in the schools. The Practicum Coordinator will grade each submission, but the final score will be based on the entire journal for each school placement.
2. Collaborate with teacher(s) to plan, teach and assess a **lesson integrating information literacy skills** and school curriculum content. Arrange for the CUA Practicum Coordinator to observe one lesson where you teach information literacy skills. This observed lesson will have a fully developed lesson plan that you have submitted at least 48 hours in advance to the Practicum Coordinator.
3. Create a **media center related project** that would directly benefit students and/or teachers as well as support the goals of the school. Submit a description and concrete evidence (photo, podcast, video etc.) of the project. Explain how the project supports the school goals, how it engages the target audience, how it could subsequently engage the rest of the school community and how the project will be evaluated to determine its effectiveness. If the project has been completed and assessed, include evidence of the project's effectiveness.
4. **Visit at least one other library media center** in order to expand your professional experience. Submit an electronic description of the school library media center, the floor plan and selected highlights of their program. Analyze and reflect on parts of the program that are effective and parts that you would change. Give examples.

5. Attend and submit an electronic summary and reflection of at least one local, district or state **professional meeting**.
6. Once a week, email the practicum coordinator **short essays** of your thoughts/experiences on these topics (pick one per week) Advocacy, Book talks/Literature Appreciation, Budget and Staffing, Cataloging and classification, Censorship, Collaboration with Teaching Staff, Information Access and Retrieval, Library Hours and Schedules, Reflection on Practicum Experience, Teaching Information Literacy, and Technology. Give specific examples. Demonstrate connections between your coursework and your practicum experience.
7. Participate in **two online discussions**: *Collection Development* and *Copyright and Fair Use*. These discussions will be set for a date that is mutually agreed upon by the class. The first discussion will include policies on selection, challenged material and weeding. The second discussion will include copyright law, fair use in school libraries and teaching ethical use of copyrighted material. You will share knowledge gained from coursework, practicum experiences and discussions with supervising librarians. Following the discussion, you will submit your reflection (short essay) drawing on the discussion and your understandings based on coursework and experiences. Include examples.

### Final Essay

Write an essay describing the five roles of the school librarian (leader, instructional partner, information specialist, teacher and program administrator). Give examples of activities for each role from your practicum experience and coursework. When appropriate, compare and contrast how roles experienced in your placement experience are similar to or differ from what you have learned in coursework. Explain how the five roles are interconnected and impact student learning. Describe your plan for developing your proficiency in each of the five roles. The essay should not be more than five, double-spaced pages.

### **III. Role of the Supervising Librarian**

The supervising librarians have been selected because they are excellent role models, and they have agreed to provide practicum students with opportunities to perform the leader, instructional partner, information specialist, teacher, and program administrator roles. Students are expected to take full advantage of the unique opportunity the practicum placement provides for them to benefit from the knowledge and experience offered by these recognized leaders in the profession. It will be noted that students will require the assistance, direction and/or coordination of the supervising librarian in order to complete several of these assignments listed in Section II: Objectives and Requirements for LSC 695B of this

document. Students must submit all assignments to the practicum coordinator by due dates.

The Practicum Student Activities Checklist list provides the basis for planning the placement experience with the Supervising Librarian. It reflects the five roles of the librarian (Leader, Instructional Partner, Information Specialist, Teacher, and Program Administrator), as stated in the American Association of School Librarians' *Empowering Learners*. The practicum student and the supervising librarian will work together to plan the specific activities that will be completed during the practicum placement at a particular school. **All activities do not need to be completed at each school, but at a combination of the practicum schools.** Discuss with the practicum students what activities they will complete at your school. Students will email this plan to the practicum coordinator by the end of the student's first day of work.

Because practicum students will be assigned to a minimum of two schools, it is important that the students, as well as the supervising librarian, stay in close contact with the practicum coordinator concerning the status of each placement. This need is particularly significant in the case of full time teachers who may be placed in three schools in order to take advantage of spring break and summer school opportunities in order to complete their practicum requirements.

It is the responsibility of the Practicum Coordinator to ensure that a logical sequence of activities takes place among the schools involved in the practicum process, so the students may achieve the overall objectives of the practicum placement.

At the end of the placement, the Supervising Librarian will complete a final evaluation of the student's performance during the practicum placement.

#### **IV. Administrative Matters**

##### **Practicum Student Performance Evaluation Forms**

As soon as possible after the end of a practicum placement, the supervising librarian should complete the Evaluation forms adding comments where appropriate. It is desirable that this form be reviewed with the student. The Supervising Librarian Evaluation form is at the end of this document.

Completed forms should be emailed to the practicum coordinator, Ms. Nancy Silcox, [silcox@cua.edu](mailto:silcox@cua.edu).

### **Grades for LSC 695B**

The practicum is graded Pass/Fail. Points will be given for each assignment based on the rubric for that assignment. Assignment points are weighted. Each rubric has three levels of performance: (1) Meets some expectations (2) Meets expectations (3) Exceeds expectations. Passing requires a score of 80 % on assignments and a passing evaluation by the supervising librarian.

It is the responsibility of the practicum coordinator to determine the student's final grade for LSC 695B. The grade will be based on the quality of the assignments completed by the student, the observation of the student while he/she is teaching a class at one of the placement schools, and the student's performance and contribution at the placement schools as evaluated by the supervising librarians.

### **CUA Contact**

Supervising librarians should feel free to contact the practicum coordinator, Ms. Nancy Silcox, with any questions or concerns at any point during the practicum process. (Email: [silcox@cua.edu](mailto:silcox@cua.edu))

If a supervising librarian detects significant potential problems in a student's performance during the practicum, that information should be communicated as soon as possible to the practicum coordinator.

**School Library Media Practicum  
 Student Evaluation Form A**

Practicum Student \_\_\_\_\_ Semester \_\_\_\_\_

Supervising Librarian \_\_\_\_\_

School \_\_\_\_\_

County or School District \_\_\_\_\_

Using the scale below, please put the appropriate number to right of the statement to indicate the practicum student's level of performance in the following areas, which are contained in the ALA/AASL Empowering Learners: Guidelines for School Library Media Programs.

0 = Standard not met      1=Standard partially met      2=Standard met      N=No opportunity to observe

**Leader**

1. Candidate articulates the role of their professional associations and professional journals in their own professional growth.	
2. Candidate acknowledges the importance of participating on school and district committees and in faculty staff development opportunities.	
3. Candidate articulates the value of professional development opportunities to sustain and develop new knowledge and skills.	
4. Candidate articulates how school librarians lead by sharing new models of teaching and learning, innovative technologies and instructional strategies.	
5. Candidate builds relationships with stakeholders, and fosters consensus when solving problems and developing goals.	

**Comments (Optional):**

**Instructional Partner**

6. Candidate demonstrates the potential for establishing connections to other libraries and the larger library community for resource sharing.	
7. Candidate employs strategies to integrate the information literacy curriculum with content curriculum by collaborating with other members of the learning community.	
8. Candidate articulates how the library program aligns with school and district goals.	

**Comments (Optional):**

**Information Specialist**

9. Candidate models strategies and technologies to locate, evaluate and use information for specific purposes.	
10. Candidate identifies and addresses student interests and needs.	
11. Candidate knows major trends in reading material for children and youth.	
12. Candidate trains students and/or teachers to use technology tools to access resources in online databases.	
13. Candidate demonstrates ways to establish and maintain a positive educational climate in the library media center.	
14. Candidate demonstrates an understanding of the ethical use of information, including practical application of laws, licensing and fair use.	
15. Candidate demonstrates an understanding of how technology tools connect the school to the global learning community and provide a 24-7 access to library services.	
16. Candidate identifies need for library policy to handle challenged material.	

**Comments (Optional):**

**Teacher**

17. Candidate, as teacher of information literacy skills, uses an inquiry-based approach to learning and the information search process.	
18. Candidate encourages learners to be independent, lifelong users and producers of ideas and information.	
19. Candidate designs instruction that assesses learner needs, and uses a variety of instructional methodologies, tools and strategies in information literacy skills instruction.	
20. Candidate supports the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs.	
21. Candidate uses technology tools to create engaging learning tasks.	
22. Candidate assists students to use technology to access, analyze, and present information.	
23. Candidate uses a variety of strategies to promote reading as a foundational skill for learning, personal growth and enjoyment.	
24. Candidate demonstrates an understanding of multiple literacies: information, media, visual and technology.	
25. Candidate demonstrates understanding of using a variety of assessment tools to ensure student learning, such as rubrics, portfolios, conferencing, checklists, and self-questioning.	

**Comments (Optional):**

**Program Administrator**

26. Candidate selects, analyzes, and evaluates books, periodicals and non-print resources in a variety of formats using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs.	
27. Candidate demonstrates understanding of flexible and equitable access to physical and virtual collections of resources that support the curriculum and meet diverse needs of all learners.	
28. Candidate demonstrates understanding of policies and procedures that support the mission of the school and support equitable access to ideas and information. Policies include collection development and maintenance, challenged materials and acceptable use.	
29. Candidate applies accepted management principles and practices that relate to personnel, budgeting and operational issues.	
30. Candidate collaborates with teachers, parents, administrators and other stakeholders to develop a library media program plan that aligns resources, services and activities with the school's goals and objectives.	
31. Candidate creates an environment that is conducive to active and participatory learning.	
32. Candidate communicates how library program promotes student learning through newsletters, PTO/PTA meetings, website, email, volunteers, and faculty meetings.	

**Comments (Optional):**

Supervising Librarian Signature: \_\_\_\_\_

Supervising Librarian Name (printed) \_\_\_\_\_

Date: \_\_\_\_\_

**GENERAL EVALUATIVE COMMENTS**  
**Student Evaluation Form B**

Student's Name: \_\_\_\_\_  
Practicum Placement School \_\_\_\_\_  
Date Practicum began: \_\_\_\_\_ Date Practicum Ended: \_\_\_\_\_  
Total Hours at this School: \_\_\_\_\_

Please use the space below, or attach an additional sheet, to describe observed performance of assigned tasks by the student and/or personal qualities that impacted on their effectiveness during the practicum placement. Examples might include dependability, service ethic, emotional stability, accuracy, initiative, thoroughness, ability to establish rapport and work with students, or ability to establish rapport and work with staff members and/or school volunteers.

Supervising Librarian Signature: \_\_\_\_\_

Supervising Librarian Name (printed) \_\_\_\_\_

Date: \_\_\_\_\_