LIS 676: SCHOOL LIBRARY MEDIA PRACTICUM

UNIVERSITY OF KENTUCKY SCHOOL OF LIBRARY AND INFORMATION SCIENCE

INSTRUCTOR

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Office Hours by Appointment

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. Prereq: LIS 644, valid Kentucky Teaching Certificate or Statement of Eligibility, and consent of instructor.

COURSE OVERVIEW

Students in the school media certification program will complete two practicums of 10 days each (elementary and secondary). Each practicum will carry one (1) semester hour of credit. One (1) additional semester hour is given for the completion of the portfolio.

Each student will be supervised by a cooperating librarian, who must have been a certified school library media specialist for three years and must have two years of experience in his/her present position. I will serve as the university supervisor and will make one visit to the school library media site during each practicum. During that visit I will want to see you teaching a lesson or working with the students in some fashion. I will also want to meet briefly with you and with the cooperating librarian. The cooperating library media specialist will complete an evaluation of the practicum student.

For each practicum, you will need to complete a packet of information for the Office of Field Service in the University of Kentucky College of Education. I will provide you with these materials and directions for completion. Your cooperating librarians will receive official
notification of their assignment from the Office of Field Service. In addition, I will contact each cooperating LMS by email.

**ATTENDANCE**

If you miss any days of your practicum because of illness or some other emergency, you must make-up these days at the end of your scheduled practicum.

**COURSE REQUIREMENTS**

The following are written assignments which must be completed during your practicum. You should review the suggested activities for your practicum which both you and your cooperating LMS will receive. You and your cooperating LMS should use these suggestions to plan a variety of experienced that will meet your particular needs.

**DAILY LOG AND REFLECTIVE JOURNAL**

Keep a brief log of your daily activities listing what you do each day during your practicum. At the end of the week (or daily) reflect upon your experiences in a journal. For example, consider the following questions: 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?

Since this is a personal journal in which you may be commenting on interactions with students, teachers, and your cooperating librarian, you should keep your journals at home. After I have read your journal, all but the first page will be destroyed. [The first page will be filed with your other 676 paperwork.]

**FORMATIVE SELF-EVALUATION OF THE PRACTICUM**

You will evaluate your first practicum placement using the formative self-evaluation form. You should submit the completed form to me by email or postal mail to the SLIS Office.

**LESSON PLAN**

You will submit a written lesson plan to me at the time I observe you teaching a lesson to elementary students in the library media center.
**PERSONAL PROFESSIONAL DEVELOPMENT PLAN**

At the end of your practicum experience, write a personal professional development plan. Evaluate your present strengths and weaknesses. 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.

**PORTFOLIO**

Portfolio documents should reflect key knowledge and skills acquired throughout the program. These documents come from a variety of sources and may include entries collected during 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. The portfolios are evaluated during the midpoint and final assessments, and must include required entries that document Kentucky’s Teacher Standards and the AASL Standards for School Media Librarians. Copies of the Standards can be obtained from the faculty member who is responsible for the practicum or from the Kentucky Education Professional Standards Board, [http://www.kyepsb.net](http://www.kyepsb.net).

**BLACKBOARD**

Resources for both the practicum and the portfolio will be found on the BlackBoard page for the course. These resources include all the documents needed for the assignments, useful webpages, and directions for the various activities. You are not expected to post documents to the BlackBoard site or participate in online discussions for this 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


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.

**ACADEMIC ACCOMMODATIONS DUE TO DISABILITY**

If you have a documented disability that requires academic accommodations, please see 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) for coordination of campus disability services available to students with disabilities.

**INTEGRATION OF SYLLABUS WITH UK EDUCATOR 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.