

DRAFT Syllabus
ILS 581 School Media Specialist Practice
Spring 2012

1. Course number, section, academic session, and complete course title

ILS 581 01, Spring 2012, School Media Specialist Practice

2. Instructor

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Buley 408T
online and by appointment

3. Location and class dates and meeting times

To be arranged by the student teaching office.

PLACEMENT

Placement assignments are based on three factors: preference of the student, agreement of a cooperating institution or agency, and approval of the Department and Student Teaching office.

Students interested in enrolling in ILS 581 are required to apply by March 1 for fall placement; October 1 for spring placement.

The student teaching experience should include both elementary and secondary levels and urban and suburban environments.

4. Pre-requisite/Co-requisite requirements

Thirty (30) credits approved graduate library science coursework; professional education requirements.

5. Course description

A professional work experience in a school media center with a *Teacher Education And Mentoring (TEAM) Program* trained school media specialist. Includes seminars on campus. Must meet all Department of Education student teaching requirements. 6 credits.

PURPOSE

Student teaching in a library is designed to provide students with a supervised professional experience that integrates the theoretical and practical aspects of activities in the student's professional field.

6. Required texts

Charney, R. S. (2002). Teaching children to care: Classroom management for ethical and academic growth, K-8. Northeast Foundation for Children (rev. ed.). ISBN-13: 978-1892989086

Wood, C. (2007). Yardsticks: Children in the classroom ages 4-14 (3rd ed.). Northeast Foundation for Children. ISBN-13: 978-1892989192

7. Online resources

Available from: <http://www.southernct.edu/education/studentteaching>

Student Teaching Application

Personal Data Form

Student Teaching Handbook

Crosswalk of the Common Core Standards and the Standards for the 21st-Century Learner.

<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/commoncorecrosswalk/index.cfm>

School Librarian call to action and AASL position statement issued on Common Core Standards

http://www.ala.org/ala/newspresscenter/news/pressreleases2010/march2010/commcorestandards_aasl.cfm

Connecticut Association of School Librarians (CASL) <http://www.ctcasl.com/index.html>

SlimeKids [School Library Media Kids] <http://www.slimekids.com/>

School Library Journal Online <http://www.schoollibraryjournal.com/>

8. Tk20 requirement: for final evaluation

9. Course objectives/learner outcomes

Upon successful completion of this course students will be able to perform in the following areas:

1. **Technical Services** -- subject heading selection, participation in decision-making on classification numbers and book selection.
2. **User Services** - reference service to library patrons, literature searching, bibliographic compilation.
3. **Administrative Operation** - compilation of reports and surveys.
4. **Public Services** - participation in program planning, public relations and library displays.
5. **AASL Standards** – meet the competencies outlined in the American Association of School Librarians Standards for School Library Media Specialists
6. **ITASC Standards** – meet the competencies outlined in the Interstate New Teachers Assessment and Support Consortium Standards
7. **CCCT Standards** – meet the indicators outlined in the Connecticut’s Common Core of Teaching
[http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/Board_Approved_CCT_2-3-2010.pdf]

10. ALA competencies

This course addresses the following student competencies from the ALA’s Core Competencies of Librarianship. Final version Approved by the ALA Executive Board, October 25th 2008. Approved and adopted as policy by the ALA Council, January 27th

2009: 1A (as it relates to research), 1A, 1I, 1J, 1K, 2B, 3A, 4B, 5B, 5D, 5F, 7A, 7C, 7D, 8A, 8B.

11. Modes of instruction

Includes assigned readings and assignments, mentoring, and practice.

12. Evaluation and methods of assessment

STUDENT APPRAISAL

Since the student's role is that of learner and the professional supervisor's role is that of a teacher, the student is expected to perform and assume responsibility for tasks assigned in a cooperative and reliable manner. The supervisor is expected to field the student's questions, discuss the student's progress and critique the student's total experience within his/her assigned supervisory area.

The supervisor's judgment in evaluation of a student in the practice situation should be based on the performance expected of a beginning professional in the position.

Three assessment documents are used (see attachments):

- Supervision of Student Teaching Feedback Form: School Library Media Education [for observations]
- Final Evaluation of Student Teaching Performance [UAB/SOE approved form]
- Impact on K-12 Student Learning [for seminar project]

13. Course outline

SUGGESTED PROGRAM

Libraries which cooperate in a student teaching placement may wish to incorporate the following within the practicum scope:

A. **Interview** - An interview with the student by the school media specialist or agency head is proposed to provide the student with a facsimile of an interview situation for a new employee.

B. **Orientation** - An introduction to the various facets of the school media center operation is suggested to provide the student with the scope of the operation and the inter-relationship of the contributing elements.

14. Current bibliography

Berry III, John N. (1995, September 15.) The First Lesson. *Library Journal*.

Clark, Ron. (2004). *The Essential 55*. New York: Hyperion Books.

Fontichiaro, Kristin. (2011). Common Core Standards. *School Library Monthly*, 28 (1), 49-50.

ISTE. (2011). *Learning and Leading with Technology*, 39.

Kramer, Pamela K. (2011). Common Core and School Librarians: An Interview with Joyce Karon. *School Library Monthly*, 28 (1), 8-10.

Rothstein, Dan and Santana, Luz. (2011). Teaching Students to Ask Their Own Questions. *Harvard Educational Review*, 27 (5). Retrieved from <http://www.hepg.org/hel/article/507>.

Ward, D., Liriano, M., Gard, B., Johnson, R., Vyhnanek, L., Beck, S., Bivens-Tatum, R....
Wood, J. (2004). Guidelines for Behavioral Performance of Reference and
Information Service Providers. *Reference & User Services Quarterly*, 44 (1), 14-17.

15. Library resources

Journals

AAAS Science Books and Films - Reviews of science materials.

American Libraries Online

Booklist Online - Book review journal from the American Library Association

Computers in Libraries

The Horn Book, Inc. - Publisher of Horn Book Magazine and Horn Book Guide.

Knowledge Quest on the Web - Online journal of the AASL.

Journal of Research on Libraries and Young Adults - Publication of YALSA.

Library Journal - Digital version.

LMC: Library Media Connection - For school library media specialists and technology
specialists. This journal replaces Book Report and Library Talk by Linworth
Publishing.

MultiMedia and Internet@Schools

School Libraries Worldwide - Journal of the the International Association of School
Librarianship.

School Library Journal Online

School Library Monthly

School Library Media Research – The refereed research journal of AASL.

Teacher Librarian - The journal for school library professionals.

Video Librarian Online - Video review journal for libraries. Some reviews are free and,
of course, there are more available if you subscribe.

16. Accommodation for disabilities

"Southern Connecticut State University seeks to provide appropriate academic
adjustments for all individuals with disabilities. Southern is committed to fully supporting
all applicable federal, state, and local laws, regulations, and guidelines with respect to
providing appropriate academic adjustments to afford equal educational opportunity.
There are a variety of resources available to you through the University's Disability
Resources Center located in Engleman Hall, ENC 105A: (203) 392-6828; (203) 392-6131
TDD."

If you are a student with a disability, before you may receive accommodations in this
class, you will need to contact Southern's Disability Resource Center (DRC). For Further
Information please refer to the DRC website: www.southernct.edu/drc

17. Academic honesty statement

Plagiarism involves taking and using as one's own the writing and/or ideas of another and

ranges from outright stealing to inadequate attribution. The department does not tolerate plagiarism in print or online. Violations of plagiarism or the use of commercial organizations or paid individuals to write all or part of work submitted for a class may result in a failing grade for the course or dismissal from the program.

"Academic Standards and Program Regulations" (from Graduate Studies Catalog): "The integrity of scholarship is the cornerstone of the academic and social structure of the University. It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the School of Graduate Studies."

Proscribed Conduct (from Student Handbook) "Academic misconduct including all forms of cheating and plagiarism. Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects and examinations; and presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgment. Disciplinary sanctions which may be imposed by the University include expulsion from all universities within the CSU System. In cases of academic misconduct, faculty member may fail the student on the work or the course. Ability to take action extends beyond the semester in which the course was taken."

18. Submission of course work

Work is to be submitted through the Vista course shell. When attachments are used, please paste a copy of the contents in the Message input box.

19. Late submissions policy

Life happens but the semester has a definitive end. Please inform the instructor as soon as possible whenever life intervenes between you and a due date. Any work not submitted by the end of the course will be averaged as zeros in calculating the course grade.

20. Class cancellations

All student teachers fall the calendar and cancellations for the school(s) in which they are student teaching.

Diversity Statement

Culturally diverse samples and examples on various topics and concepts are researched, retrieved from print and non-print and included in the course where appropriate. The use of technology, as a means to teach learners who are visual, aural, or kinesthetic, in order to account for a variety of cultural learning styles, is demonstrated where applicable.