

**LIB 870 Practicum Handbook: A Guide for Students, Faculty and Site Supervisors  
Library Science Graduate Program**

**School of Clinical Education Preparation  
Eastern Kentucky University**

## **LIB 870 Practicum Handbook: A Guide for Students, Faculty and Site Supervisors Library Science Graduate Program:**

Each student pursuing the Library Science degree is required to complete **LIB 870: P-12 School Media Library Practicum**.

This handbook offers direction for those taking and supervising the Practicum.

### **LIB 870 Practicum Components**

Practicum experiences at two (2) levels are required to meet the program practicum requirement.

One (1) elementary and (1) middle or high school experience is required.

- A Web version of this handbook is available at the library school website, <http://libraryscience.eku.edu/> under LIB 870 Clinical Practicum (Student Forms and Resources).

### **The Nature of the Practicum**

A practicum is an opportunity to gain professional experience in a school library, information center, and/or media center.

If you are **working under a provisional TC-29** (*Emergency School Media Librarian Certification*), you can complete one (1) of your practicums in the library of the school where you work (though you will have to make at least two (2) site visits to other school libraries of the same level). However, you will have to have an approved Site Supervisor supervising you and overseeing your practicum hours (this arrangement must be approved in advance by the EKU course professor). Your second practicum experience must be outside of your library.

### **LIB 870 Student Responsibilities**

#### **(1) LIB 870 Practicum Requirements**

- Practicums for the Library Science program are taken for four (4) hours of graduate credit, with a minimum of 150 on-site clock hours spent working in a library, information center, or media center.
- The student is required to complete a minimum of 150 clock hours, consisting of two (2) practicum experiences.
- One (1) elementary and (1) middle or high school practicum setting experience is required.
- Each level practicum experience requires 75 site-based hours.

- ½ of those 75 on-site level hours (e.g. 37.5 hours) can be administrative in nature (non- student contact hours). However, at least ½ of those 75 hours at each level (e.g. 37.5 hours) require the library open for student service access/availability (student contact hours).
- Practicum hours can be scheduled throughout the semester, in conjunction with the Site Supervisor.
- Practicum hours are to be set in advance with the Site Supervisor' s permission.
- Hours may be completed on a full-time or on a part-time basis throughout the semester, depending on prior arrangements with the cooperating information agency or library.
- The student is required to keep, record and submit a log of practicum hours on Taskstream Field Placement site (see: <https://www.taskstream.com/pub/>).
- Complete Proficiencies Checklist (see Appendix B)
- Create Practicum e-Portfolio with *Livebinder* (see below)
- Complete Library Project (at one level)
- Complete Collaborative Lesson & film lesson (at one level)
- Students are responsible for suggesting/citing possible Practicum Placements. Students requiring and/or needing placement assistance can contact the CARES office.
- There is no remuneration for the practicum experience for the student.

## (2) LIB 870 Practicum Site

A practicum is to be completed at two levels (elementary and a middle or high school setting).

- All practicum sites must be pre-approved by CARES prior to beginning a site practicum.
- Students can complete **both practicum experiences** (e.g. elementary, middle/high) **within their school district** (though you can also go outside your district if you choose).
- Students can complete **one (1)** practicum experience within their own school, **if the site is pre-approved by CARES.**
- Practicum students can schedule practicum "hours" as opposed to having to complete full "days."
- Each setting (Elementary, Middle/high) requires 75 site-based clinical experience hours to equal 2 credit hours. (**75 on-site clinical hours = 2 credit hours of credit**)
- An important purpose of the practicum is gaining experience in a different type of setting and providing an environment for new learning.

## (3) Arranging the LIB 870 Practicum

- A student may request to be enrolled in the last hour of LIB 870 only after completion of all other library coursework is completed (LIB 800, LIB 801, LIB 802, LIB 805, LIB 821, [LIB 831, LIB 863 for Rank I and Certificate candidates]).
- Ideally, the practicum should take place in the last twelve hours of the student's academic program.

- Students must consult their faculty practicum advisor to discuss the possibility of arranging a practicum.
- The student usually makes the initial contact with the on-site supervisor, after the school site has been pre-approved by the CARES office.
- School Library Practicum Application form (<http://tes.eku.edu/student-forms-and-resources>) must be completed and submitted to the CARES Office. Students must submit this form before they can be registered (<http://tes.eku.edu/student-forms-and-resources>).
- The student should complete the practicum application form and discuss in advance with program advisor potential practicum sites.
- The faculty practicum advisor may be a faculty member other than the student's academic advisor.

#### (4) LIB 870 Practicum Deadlines

Students must submit a completed School Library Practicum Application form for approval to CARES and their faculty practicum advisor for practicum placement by the following deadlines:

Deadline Anticipated Practicum Semester

Deadline	Anticipated Practicum Semester		
	Spring	Summer practicums	Fall
<i>School Library Practicum Application form and other required materials</i>	November 17	April 17  * Summer practicums not guaranteed and/or provided due to lack of school placements.	August 17

\*Submission of: School Library Practicum Application form and other required materials dates.

Deadlines during the practicum process are stated in individual steps below. Students should confirm specific dates with their faculty practicum advisor. The deadlines for the final copies of reports/documents are especially important if the practicum is completed during the student's graduating term.

#### (5) Steps for Students: A Summary

**Step 1:** Consult with a faculty practicum advisor during the semester before the practicum experience is to take place.

- The faculty practicum advisor is usually a student's academic advisor but may be another faculty member the student chooses based on expertise needed for the practicum.

- Students MAY NOT contact particular sites before they meet with their faculty practicum advisor (interview and discuss the objectives for their practicum and the intended schedule of hours) and should not make a commitment until the site is approved by the CARES Office.
- Begin the process of selecting a practicum site by reviewing the database list on the CARES website ( ) or ask your faculty practicum advisor for suggestions.

**Step 2:** Submit a School Library Practicum Application form to the CARES office once a practicum site is identified (see Practicum Deadlines). Use fillable PDF form available at the ECU Library Science Website (<http://tes.eku.edu/student-forms-and-resources>)

**Step 3:** The CARES office and the faculty practicum advisor approves the practicum request.

- The CARES office will register students for the practicum. Students CANNOT register themselves for the practicum. Once students are registered for the culminating experience, students may start supervised library work at the practicum site.
- Don't forget to keep a daily work log!
- Submit the completed School Library Practicum Application form to the faculty practicum advisor by completion of the first 10 hours of the practicum. Use fillable PDF form available at the ECU Library Science Website.

**Step 4:** By the completion of 1/2 on-site hours (per level), report to your faculty practicum advisor regarding practicum progress in writing or via email.

**Step 5:** After finishing the required on-site hours, *ask the on-site practicum Site Supervisor* to complete the Final Site Supervisor Evaluation (For Supervisors) form (<http://tes.eku.edu/final-site-supervisor-evaluation>). This evaluation form should be sent directly to the faculty practicum advisor by the on-Site Supervisor. An electronic form will be made available: <http://tes.eku.edu/final-site-supervisor-evaluation>

- Students should complete and submit the Practicum Experience Evaluation form (For Students) online (<http://tes.eku.edu/site-supervisor-information>) includes a copy for review.

**Step 6:** At the completion of the practicum, complete and submit an electronic portfolio. Electronic portfolio development resources are available on the ECU Library Science website or consult with your faculty practicum advisor for e-portfolio requirements. E-portfolio and completion of all required hours and assignments required to receive a final grade.

### Notes:

- (1) The deadline for final submission of the e-portfolio is two weeks before the end of the semester.
- (2) Practicum advisors may set draft submission deadlines prior to final submissions.
- (3) Students who cannot meet the deadline maybe given an incomplete (I) grade. Students must notify the advisor that an "I" grade is needed. A student cannot graduate until all "I" grades are cleared.
- (4) (Summer practicums not guaranteed and/or provided) Summer practicums must be completed during the Summer II term and the final submission deadline is *Friday the last week of the Summer II term.*

**(6) Required components of an electronic portfolio:**

- Site information, semester, faculty practicum advisor and on-site supervisor names, area of study
- Practicum objectives: as established via the Revised Professional Growth Plan (R-PGP)  
Note: Students completed R-PGP will also be based on nationally published AASL and ISTE Standards/competencies.
- Daily work log: a daily listing of major activities, meetings, assignments, etc., with comments on skills practiced and knowledge acquired both during the on-site and off-site hours. These entries will be useful in evaluating the learning objectives at the end of the practicum. Do not enter minute-by-minute breakdowns. Do give estimates of major time blocks needed to complete the tasks. Do give samples of at least six (6) work activities. Do include a copy of the schedule of days and times worked, established at the beginning of the practicum. Daily log should follow the sample template included in *Appendix A*.
- Assessment of learning experience: an assessment of the achievement of the learning objectives that were set for the practicum. This statement should answer the following questions:
  - Which objectives were achieved?
  - Which skill areas need additional development?
  - Which objectives were not attempted because of time or other constraints during the practicum?
  - What is the overall assessment of the practicum experience?
  - What connections could you make between the practicum experience and coursework experience?
  - What did you learn about yourself in terms of preparing to enter the profession?
  - What surprised you about the work you performed and the environment in which you worked?
  - What would you recommend to other students considering a practicum in this setting?

Practicum Evaluation (For Supervisors) form-- An electronic form will be made available (<http://tes.eku.edu/final-site-supervisor-evaluation>).

Practicum Experience Evaluation (For Students) form. An electronic form will be made available. (<http://tes.eku.edu/site-supervisor-information>) --

**(7) LIB 870 Practicum Grading**

Credit for LIB 870 is awarded on a Satisfactory/Unsatisfactory (S/U) grading basis.

- A grade of Incomplete (I) may be awarded if the student and the student's faculty practicum advisor agree that additional time beyond the semester of enrollment is required for successful completion of the practicum. It is the student's responsibility to make such request prior to the electronic portfolio submission deadline.
- A final grade will be recorded only when the electronic portfolio is submitted, the student evaluation of practicum experience is completed and returned to the faculty practicum advisor, and the practicum evaluation form has been returned by the on-site practicum supervisor. Please follow the practicum procedures for intermediate deadlines and the final submission deadline to make sure that all

paperwork is submitted on time.

**(8) Tips for a Successful LIB 870 Practicum Experience:**

- How to prepare for the initial interview:
  - o Think about your learning goals and possible opportunities for applying what you have learned during your coursework

Advice on on-site conduct:

- Be flexible (to a point)
- Dress and act professionally
- Show that you are eager to learn and not afraid to ask questions
- Take initiative and strive to become independent
- Work on clear communication
- Be responsible and dependable
- §□ Act as if the practicum is your first professional job
- Be social, able to work with others (not just supervisors), and able to work with difficult users

**(9) Top Benefits of Practicums**

<b>For the Practicum Site/Cooperating Practicum Supervisor</b> 1. The library/information center completes valuable projects.	<b>For the Student, Opportunities to:</b> 1. Work collaboratively with professionals in the field.	<b>For the Graduate School, Opportunities to:</b> 1. Test theory and principles in the “real” world.
2. The library/information center connects with School of Library and Information Science.	2. Engage in hands-on problem solving.	2. Provide employers with students who have the most up-to-date skills.
3. The library/information center receives new professionals and information into the profession.	3. Expand their scope of knowledge through the application of theory, principles, practice and values necessary for the provision of service.	3. Create relationships with practicing professional librarians.
4. The library/information center expands their network	4. Build confidence.	4. Offer hands-on field experience to career-changing students.

of professionals.		
5. Fosters development of library and information professionals who will assume an assertive role in providing services in the field.	5. Share practical experience at job interviews and garner new employment.	5. Assess overall relevancy of curriculum.

**LIB 870 Site Supervisor Responsibilities**

**LIB 870 Practicum Components**

Prospective Site Supervisors complete and submit a Site Supervisor Application form: <http://tes.eku.edu/site-supervisor-application>

Site Supervisors interview prospective practicum candidates regarding goals/objectives and possible schedule for completion of practicum hours.

A Site Supervisor must have 3 years of experience as a certified school media librarian with a Masters degree or a related, subject specialist graduate degree.

Site Supervisors cover Practicum topics (Appendix A) with students and complete the Proficiencies Checklist (Appendix B) with practicum candidates.

There is \$25.00 remuneration for the practicum experience for the on-site supervisor.

### Appendix A Practicum Topics

School Library Practicum (Topic areas to discuss/review)	Covered/Discussed in Practicum	Code I (Introduction), P (Practice), M (Mastery)	Initial of Site Supervisor/date covered
<b>I. Program Administration</b>			
A. Organization, administration, and evaluation of the library media center			
B. Shared decision making, mission and philosophy statements, goals and objectives for services and programs, short- and long-range planning			
C. Methods for assessing needs, evidence-based assessment modes			
D. Promoting library services, resources, and programs			
E. Managing the library media center: budgeting, alternate means of funding, managing the library media center staff and volunteers			
F. Rationale for library media center policies: developing and revising policies, legal and ethical issues relating to policies			
<b>II. Collection Development</b>			
A. Function, structure, and components of the selection policy			
B. Selecting and maintaining resources: relationship between school curriculum and collection development; guidelines for de-selection; using standard collection development, review, and bibliographic tools			
C. Developing and maintaining a professional collection			
D. Selection criteria for all resources, including equipment and services, materials acquisition sources, ordering and budgeting procedures			
E. Descriptive and subject cataloging, related tools, and electronic cataloging data			
F. Purpose and format of MARC records			
G. Physical arrangement of resources			
H. Loan, renewal, and reserve			

procedures			
I. Promoting resources			
<b>III. Information Access and Delivery</b>			
A. Knowledge of print, nonprint, and electronic resources and their uses			
B. Knowledge of current and emerging technologies: jargon, equipment, the electronic community			
C. Knowledge of information retrieval processes, search strategies, and evaluative criteria			
D. Information resource sharing: interlibrary loan, networks, school/public library cooperation			
E. Equal access to resources, programs, and services for all learners			
F. Scheduling			
G. Library media center environment			
H. Legal and ethical issues related to information use: copyright, plagiarism, intellectual property, confidentiality, acceptable use			
I. Bibliographic citation			
<b>IV. Learning and Teaching</b>			
A. Knowledge of children's and young adult literature: print and media awards, works of prominent authors and illustrators, literary genres			
B. Knowledge of trends, issues, and research related to reading and information literacy			
C. Knowledge of information literacy models and principles			
D. Alignment of library media center program with information literacy standards; alignment of programs with school curriculum			
E. Collaborative teaching and planning			
F. Instructional design: characteristics of learners, predominant learning theories, elements of lesson planning, meeting the needs of diverse learners, assessment methods and tools			
G. Theory and practice of classroom management			
<b>V. Professional Development,</b>			

<b>Leadership, and Advocacy</b>			
A. Role and function of professional organizations related to school library media			
B. Purposes and examples of professional development activities, role of reflective practice			
C. Initiating and facilitating collaborative opportunities: action plans, building consensus, characteristics of the adult learner			
D. Implications and provisions of major legislation and court cases affecting libraries and education			
E. Codes of ethics			
F. Advocacy			

**Appendix B**

Proficiencies Checklist:



School Library Proficiencies Checklist

Student's Name:

Library Name:

Mentor's Name:  Email:

Semester:  Year:

Date:  mm/dd/yy - example: 02/14/09

Each item on this list must be checked off by the professional school library mentor assigned to the student. The checklist is a prerequisite to the last course in the sequence of school library program courses, and Capstone. The checklist will not be accepted unless there is an approved mentor application on file for the student submitting the checklist. Many of the items on this checklist are projects assigned in the various certification courses.

Upon receipt of this checklist, the mentor will be contacted for further verification. The student must allow at least two weeks after receipt of this form for final approval. The checklist document must be submitted and verified before a student may be cleared to register for the last course in the school library program sequence of courses, and Capstone.

Proficiency Goals:

1. The Library Media Specialist as an information specialist.
2. The Library Media Specialist as teacher.
3. The Library Media Specialist as instructional partner.
4. The Library Media Specialist as program administrator.

**1. Learner-Centered Teaching and Learning: Objectives:**

**The student:**

1.1 Understands how to serve effectively as an information specialist in a wide range of contexts and across a broad spectrum of resources.	Agree	Date
1.1.1 Prepares bibliographies	<input type="checkbox"/>	<input type="text"/>
1.1.2 Prepares a mediagraphy for a content area	<input type="checkbox"/>	<input type="text"/>

1.2 Understands how to integrate the library media program with the school's educational and instructional goals		
1.2.1 Prepares a curriculum map	<input type="checkbox"/>	<input type="text"/>
1.3 Understands how to create library media programs that complement and enrich learning throughout the school		
1.3.1 Prepares an analysis of a segment of the collection described in the curriculum map (see 1.2.1), identifying strengths and weaknesses	<input type="checkbox"/>	<input type="text"/>
1.4 Works collaboratively with colleagues to serve learners		
1.4.1 Prepares a collaborative lesson with a teacher/teaching team	<input type="checkbox"/>	<input type="text"/>
1.5 Models and promotes collaborative planning, cooperative teaching, and direct instruction as determined by learners' needs and state curriculum standards		
1.5.1 Plans and executes a collaboratively planned lesson with a classroom teacher	<input type="checkbox"/>	<input type="text"/>
1.6 Works collaboratively with faculty to provide students with opportunities to assume responsibility for planning and engaging in independent learning		
1.6.1 Assists students to employ an information skills model (Big 6, I-Search, etc.)	<input type="checkbox"/>	<input type="text"/>
1.7 Models information problem-solving processes in providing instruction about reference and research techniques		
1.7.1 Uses the Big 6, I-Search, etc. to prepare and deliver a lesson on research techniques	<input type="checkbox"/>	<input type="text"/>
1.8 Uses varied reading materials, programs, and motivational strategies to guide the development of independent readers		
1.8.1 Prepares and delivers a story time and book talk activity to an elementary age audience.	<input type="checkbox"/>	<input type="text"/>
1.8.2 Prepares and delivers a storytelling and book talk activity to a secondary age audience.	<input type="checkbox"/>	<input type="text"/>

**2. Learner-Centered Library Program Leadership and Management: Objective**  
**The student:**

2.1 Understands the application of sound managerial principles to the operation of the library media center to meet the needs of all members of the learning community	Agree	Date
2.1.1 Creates, revises, and/or reviews a library policy and procedures manual.	<input type="checkbox"/>	<input type="text"/>
2.2 Participates as an educational leader, an equal partner, and a change agent in the curriculum development process at both the campus and district levels		
2.2.1 Attends a curriculum development meeting as a library representative	<input type="checkbox"/>	<input type="text"/>
2.3 Participate in curriculum design and integrated planning of a shared campus vision that focuses on reading, teaching, and learning		
2.3.1 Prepares a mission statement for the library that is congruent with the building and district mission statements	<input type="checkbox"/>	<input type="text"/>
2.4 Advocate for the development of an exemplary library media program that encourages a vision of excellence for all learners		
2.4.1 Performs an influence analysis of the position of the library media specialist	<input type="checkbox"/>	<input type="text"/>
2.5 Synthesize information from a variety of sources for effective decision making to develop and maintain an exemplary library program		
2.5.1 Identifies essential professional journals and seminal works in the field	<input type="checkbox"/>	<input type="text"/>
2.6 Design policies and procedures that comply with local, state, and federal laws and policies while supporting sound decisions relating to school and library instruction and programs		
2.6.1 Analyzes library policies for compliance with local, state, and federal laws regarding schools and libraries, i.e. copyright, ADA, privacy, etc.	<input type="checkbox"/>	<input type="text"/>
2.7 Demonstrate effective leadership strategies while working within campus and district administrative structures to promote achievement of library program goals		
2.7.1 Plans a staff development session	<input type="checkbox"/>	<input type="text"/>
2.8 Employ effective interpersonal communication skills		
2.8.1 Prepares a newsletter or flyer to announce library events	<input type="checkbox"/>	<input type="text"/>
2.9 Implement effective strategies and techniques to systematically		

perform library management operations such as: budgeting; purchasing; scheduling; managing and maintaining facilities and resources; supervising adults and children; reporting; grant writing; and overseeing circulation and inventory		
2.9.1 Prepares a grant application	<input type="checkbox"/>	<input type="text"/>
2.9.2 Circulates materials using an automated system, considering overdues, reserves/holds, and inventory	<input type="checkbox"/>	<input type="text"/>
2.10 Uses effective planning, time management, and organization of work to maximize attainment of district and campus goals through exemplary library programs		
2.10.1 Prepares a 5-year plan to achieve maximum state library standards	<input type="checkbox"/>	<input type="text"/>
2.11 Monitors, assesses, and employs existing and emerging technologies Management applications		
2.11.1 Compares library automation programs(s) against industry standards and other programs for this market	<input type="checkbox"/>	<input type="text"/>
2.12 Designs and uses statistical reports to support an exemplary library program		
2.12.1 Analyzes library compliance with state standards in a narrative report	<input type="checkbox"/>	<input type="text"/>

**3. Learner-Centered Technology and Informatoin Access: Objectives**

**The student:**

3.1 Understands how to develop and maintain a collection that supports the instructional, informational, and personal interest needs of all members of the school community.	Agree	Date
3.1.1 Identifies vendors and resources and understands how to order materials	<input type="checkbox"/>	<input type="text"/>
3.1.2 Selects print and non-print materials for a curriculum area based on published reviews from recognized reviewing sources.	<input type="checkbox"/>	<input type="text"/>
3.2 Directs and encourages students in the ethical use of resources to locate, gather, select, synthesize, and evaluate relevant informatin.		
3.2.1 Works with students on research projects using an information skills model (Big 6, I-Search, etc.)	<input type="checkbox"/>	<input type="text"/>
3.3 Provide and promote ongoing learning opportunities for		

students, particularly in the areas of integration of information technology and information literacy.		
3.3.1 Instructs students in the use of information technology such as online catalog or online searching	<input type="checkbox"/>	<input type="text"/>
3.4 Collaborates with faculty to ensure that the process of evaluating and selecting library resources provides curriculum-related and leisure reading materials.		
3.4.1 Consults with faculty to develop an order list of audio-visual and print materials addressing a specific curriculum area.	<input type="checkbox"/>	<input type="text"/>
3.4.2 Consults with faculty to develop appropriate bibliographies for student interest areas.	<input type="checkbox"/>	<input type="text"/>
3.4.3 Evaluates and selects web resources (pathways) for specific curricular objectives.	<input type="checkbox"/>	<input type="text"/>
3.5 Design and implement acceptable use policies for current and emerging technologies.		
3.5.1 Designs a library acceptable use policy for library technology that is congruent with the building/district Acceptable Use Policy.	<input type="checkbox"/>	<input type="text"/>
3.6 Provides a balanced, carefully selected, and systematically organized collection of library resources that are sufficient to meet students' needs and are continuously monitored to be current and relevant in each subject area.		
3.6.1 Prepare a collection map of a subject area, and compare it to the TEKS for a specific grade level.	<input type="checkbox"/>	<input type="text"/>
3.6.2 Creates, revises or reviews policies and procedures manual noting areas of organization of materials, weeding, selection and censorship.	<input type="checkbox"/>	<input type="text"/>
3.7 Employs existing and emerging technologies to access, evaluate, and disseminate information for possible application to instructional programs.		
3.7.1 Creates and audio-visual presentation to instruct.	<input type="checkbox"/>	<input type="text"/>
3.8 Advocates and promotes access to resources and information during and beyond the instructional day and school year.		
3.8.1 Identifies materials that can be made available beyond the school day, and publicizes their availability.	<input type="checkbox"/>	<input type="text"/>
3.9 Uses knowledge of literature and information resources to help students select materials.		

- 3.9.1 Performs reader guidance at the elementary level.
- 3.9.2 Performs reader guidance at the secondary level.

**4. Learner-Centered Library Environment: Objectives**  
**The student:**

	Agree	Date
4.1 Appreciates human diversity and creates an environment that is supportive of all learners as individuals and as members of diverse groups.		
4.1.1 Create a display, bulleting board or program that features notable members of diverse groups.	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
4.2 Creates a learning environment in which the diversity of groups and the uniqueness of individuals are recognized and appreciated.		
4.2.1 Evaluates a library collection to assess its balance of diverse points of view and any special needs based on the local community.	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
4.3 Adapts teaching strategies to accommodate the diverse learning needs of the student population.		
4.3.1 Uses student demographic information to select and recommend appropriate media for instruction.	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
4.4 Directs and encourages students to read a variety of fiction and nonfiction resources for personal and informational needs.		
4.4.1 Performs reader guidance at the elementary level. Performs reader guidance at the secondary level.	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
4.5 Provides instructional access to library resources and facilities through open, flexible scheduling for classes, small groups, and individuals.		
4.5.1 Observes a flexibly scheduled library program at the elementary and secondary level.	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
4.6 Understands the principles of exemplary library design as defined by state and federal guidelines for a simultaneous-use facility for individuals, small groups, and classes.		
4.6.1 Assesses a library facility fro compliance with state and/or national facilities standards.	<input type="checkbox"/>	<input style="width: 80px; height: 20px;" type="text"/>
4.7 Develops and maintains a flexible, functional, and barrier-free library facility that conforms to national and state library standards.		

4.7.1 Identifies areas of library facility that would not be compliant with the Americans with Disabilities Act.	<input type="checkbox"/>	<input type="text"/>
4.8 Provides a safe, secure environment that is age-appropriate.		
4.8.1 Identifies facility features and furnishings that would be appropriate for a specific age-range.	<input type="checkbox"/>	<input type="text"/>
4.8.2 Provides age-appropriate bibliographies identifying reading and interest level.	<input type="checkbox"/>	<input type="text"/>
4.9 Promotes awareness of and responsiveness to learning differences and other tyupes of diversity in the learning community.		
4.9.1 Conducts a user analysis prior to preparing a collabourative lesson and incorporates appropriate activities to address all learners.	<input type="checkbox"/>	<input type="text"/>
4.9.2 Can locate and procure adaptive materials for special needs students (e.g. audio, Braille, large print, etc.).	<input type="checkbox"/>	<input type="text"/>

**5. Learner-Centered Connections to the Community: Objectives**

**The student:**

5.1 Understands how to work collaboratively within the school, the district, and the region to promote the goals of the library media program.	Agree	Date
5.1.1 Plans a public relations campaign to promote a reading initiative or author event.	<input type="checkbox"/>	<input type="text"/>
5.2 Establishes working partnerships with the families of learners and with community organizations and institutions to support learners.		
5.2.1 Plans an appropriate program, promotion or the events to include parents and/or community organizations to make parents and community aware of the relations hop of the library to the school program.	<input type="checkbox"/>	<input type="text"/>
5.3 Establishes partnerships within the learning community to support district and campus goals through exemplary library programs.		
5.3.1 Interviews a librarian responsible for youth/children’s services in a public library to investigate potential cooperative arrangements.	<input type="checkbox"/>	<input type="text"/>
5.4 Promotes interlibrary loan policy to facilitate information access beyond the campus.		

5.4.1 Utilizes an automated interlibrary loan network to acquire material to support a lesson (e.g. TLC).	<input type="checkbox"/>	<input type="text"/>
5.5 Maximizes available space to permit displays of student, faculty, and community-produced materials and collections.		
5.5.1 Prepares a display of student, faculty, or community materials using visual design principles.	<input type="checkbox"/>	<input type="text"/>
5.6 Exhibits effective communication through oral, written, electronic, and nonverbal expression.	<input type="checkbox"/>	<input type="text"/>
5.7 Implements strategies for effective internal and external communications.	<input type="checkbox"/>	<input type="text"/>
5.8 Develops and implements a comprehensive program of community relations that uses strategies to effectively involve and inform multiple constituencies, including the news media.		
5.8.1 Prepares a newsletter, flyer, web page or other communication instrument promoting some aspect of the library program.	<input type="checkbox"/>	<input type="text"/>
5.9 Establishes partnerships with businesses, learning institutions, global communities, and other libraries and entities to strengthen programs and support campus goals.		
5.9.1 Explores partnerships with a community organization or business to enhance the library program (e.g.l Read-a-thon, Book It!, etc.).	<input type="checkbox"/>	<input type="text"/>
5.10 Develops library programs that offer families opportunities to participate in school activities and their children's education.		
5.10.1 Organizes a library function that involves parents, such as a book fair, family reading night, lock in, technology program or a library program at Open House.	<input type="checkbox"/>	<input type="text"/>

## 6. Learner-Centered Information Science and Librarianship: Objectives

### The student:

6.1 Understands legal and ethical issues relevant to the library media program and ensures that program policies and individual users demonstrate respect for legal requirement and ethical principles.	Agree	Date
6.1.1 Analyzes an aspect of the library program for copyright infringement risk.	<input type="checkbox"/>	<input type="text"/>
6.1.2 Locates and reviews censorship policies, procedures, and practices.	<input type="checkbox"/>	<input type="text"/>

6.1.3 Maintains confidentiality of library records.	<input type="checkbox"/>	<input type="text"/>
6.2 Provides and promotes ongoing staff development for the learning community, particularly in the areas of integration of information technology, information literacy, and literature appreciation.		
6.2.1 Develops a staff development session, student lesson or document introducing and information technology, information literacy strategy, or literature-related activity.	<input type="checkbox"/>	<input type="text"/>
6.3 Understands and evaluates national, state, and local reading initiatives		
6.3.1 Compares local initiatives with national and state.	<input type="checkbox"/>	<input type="text"/>
6.4 Models and promotes the highest standard of conduct, ethics, and integrity in the use of the Internet and other print and electronic resources.		
6.4.1 prepares a presentation for faculty (lesson or handout) on copyright implications of a specific technology.	<input type="checkbox"/>	<input type="text"/>
6.5 Participates in state and national technology initiatives.		
6.5.1 Prepares data for submission to a regional or statewide union catalog.	<input type="checkbox"/>	<input type="text"/>
6.5.2 Corrects data in a regional or statewide union catalog.	<input type="checkbox"/>	<input type="text"/>
6.6 Understands the role of all types of libraries and information agencies in an integrated learning environment.		
6.6.1 Identifies potential library partners (e.g. other school libraries, public library, college and university libraries, special libraries, etc.).	<input type="checkbox"/>	<input type="text"/>
6.7 Understands the role of the school library media program as a central element in the intellectual life of the school.		
6.7.1 Analyzes the campus improvement plan and the district and building technology plans to determine how the library is perceived as an element of the school program.	<input type="checkbox"/>	<input type="text"/>
6.8 Knows theories, principles, and skills related to the selection acquisition, organization, storage, retrieval, use, and evaluation of information.		
6.8.1 Identifies appropriate and inappropriate review sources for the audio-visual hardware and software, and print materials.	<input type="checkbox"/>	<input type="text"/>
6.9 Implements standard library procedures for classifying cataloging and processing various resources that facilitate		

computerization and resource sharing.		
6.9.1 Prepares MARC format records appropriate for a local library automation system.	<input type="checkbox"/>	<input type="text"/>
6.10 Evaluates and select existing and emergent technologies in support of the library program.		
6.10.1 Identifies appropriate technologies to create audio-visual materials.	<input type="checkbox"/>	<input type="text"/>
6.10.2 Assembles, operates, disassembles and maintains commonly used audio-visual equipment.	<input type="checkbox"/>	<input type="text"/>
6.11 Communicates effectively patrons to determine their information needs.		
6.11.1 Conducts reference interviews to clarify the information needs of patrons.	<input type="checkbox"/>	<input type="text"/>
6.12 Demonstrates an understanding of bibliographic and retrieval techniques needed to organize and use information sources.		
6.12.1 Prepares original cataloging for print and non-print materials.	<input type="checkbox"/>	<input type="text"/>
6.13 Understands and models principles of intellectual freedom, information access, privacy, and proprietary rights.		
6.13.1 Maintains confidentiality of library records.	<input type="checkbox"/>	<input type="text"/>
6.13.2 Reviews ALA code of ethics, and relevant AASL position statements on intellectual freedom, access to information, labeling and filtering.	<input type="checkbox"/>	<input type="text"/>
6.14 Maintains an active interest in and contributes to appropriate local, state, regional, and national professional associations and publications.		
6.14.1 Joins and participates in professional organizations.	<input type="checkbox"/>	<input type="text"/>
6.15 Engages in continual self-evaluation and self-directed learning for professional growth.		
6.15.1 Reads professional journals and/or follows current Internet discussion groups relevant to the profession.	<input type="checkbox"/>	<input type="text"/>
6.16 Demonstrates ethical behavior in all professional contexts.		
6.16.1 Reviews ALA code of ethics, and relevant AASL position statement on intellectual freedom, access to information, labeling and filtering.	<input type="checkbox"/>	<input type="text"/>

6.17 Works collaboratively with other information professional in support of the library program and the profession.		
6.17.1 Joins and participates in professional organizations and/or online discussion forums	<input type="checkbox"/>	<input type="text"/>

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## Appendix C

### LIB 870 PRACTICUM LOG PRACTICUM LOG Jane Smith

Site: \_\_\_\_\_

August 30, 2015 (Tuesday), 8-noon:

Hours completed: 4.00

Accumulated on-site hours completed: 4.00

I met with XXXX, with whom I will be working on Tuesdays. He gave me an overview of his duties and demonstrated some of the software used in managing the website and its content. This included the scripting language PHP, the database management software MySQL, and the content management software Drupal. He also introduced a prototype of a website that is currently in development using said software. We discussed some of the goals of the practicum experience including hands-on learning with tools for website development.

Also, we discussed a website evaluation survey that I was in the process of developing for the library. The survey will go online next week. An analysis of survey results will be the focus of the project/paper aspect of the practicum. The information gathered from it will be presented to library staff to assist with website development.

I also met briefly with XXX from Electronic Services. I will be working with her on Wednesdays. We discussed the other goals of the practicum which focus on Electronic Services including computer class instruction and class content development.

August 31, 2011 (Wednesday), 1-6pm

Hours completed: 5.00

Accumulated on-site hours completed: 9.00

As part of the practicum experience I will be helping out XXX, Electronic Services Desk Manager, with computer class instruction. I will be assisting patrons on a one-to-one basis while class is in progress. She currently teaches a variety of classes with some on a regular schedule and others on an irregular schedule. Today's class was Powerpoint I. The level of experience of the students varied. Some had relatively no problems while others required more assistance during the class. I had to ask XXX to repeat instructions on a couple of procedures because so many students had problems. Overall, the session went well. I will continue to do this on Wednesdays with the types of classes varying from week to week. Afterwards we talked about where she sees this activity going. In the past she was able to offer students the opportunity to provide feedback with paper evaluations. The evaluations asked open-ended questions which are difficult to quantify and require a great deal of time to analyze. It had been suspended for the time being due to a backlog of unanalyzed evaluations. I offered to see if I could come up with a survey-type questionnaire where patrons would evaluate the class on a more quantitative level incorporating such devices as a rating scale for each question. She would also like to see

this available online so patrons can complete it immediately after class. I asked for her class materials (handouts) to review. She stated that she would like to provide patrons with more detailed descriptions of materials covered in class before they sign up. She has found that often patrons sign up for classes when they lack very basic skills or take beginning classes when they should be taking more advanced. Also, she has a couple of classes in development for the fall and would like to revise some of the handouts. I will see if I can take on this task. I will start with the more detailed descriptions.

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November 16, 2011 (Wednesday), 8am-noon; 1-2:30pm – LAST DAY!

On-site hours completed: 5.5

Accumulated on-site hours completed: 104

I presented XXX a binder with a table of contents, the website survey results along with a print copy of the survey as well as some notes I made, the “Search this Site” analysis along with some explanatory remarks and some notes I made, and Web accessibility materials. The accessibility materials included pertinent sections of the Section 508 law, a press release from the National Federation of the Blind on the Target decision, the WCAG 1.0 guidelines checklist and 2.0 proposed guidelines, an article from the State of Ohio’s website regarding Web accessibility, US Census data and estimates for the city of Westlake for population, age groups and disability status. I also included some notes I wrote about Web accessibility. I went over the materials with XXX highlighting some suggestions for each section.

I had emailed both XXX and XXX a Word version of the SLIS practicum evaluation form. XXX had completed it and went over the review with me. He then emailed it to Dr. Zhang with a copy going to me as well. I again mentioned that I was stymied in my attempts to come up with an old computer to use for experimenting with Drupal. XXX gave me information on how to install an instance of XAMPP on a thumb/flash drive. He had gotten it to work successfully and emailed me the instructions. However, Drupal proved to be a little more difficult and he hasn’t been able to get Drupal to work.

Total hours completed for the practicum: Over 150 hours