

LIB 870 Practicum Handbook: A Guide for Students, Faculty and Site Supervisors

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**School Librarian Graduate Program
College of Education and Applied Human Sciences
Eastern Kentucky University**

A copy of this handbook is available at the library school website, <http://libraryscience.eku.edu/>
under /LIB 870 Clinical Practicum/

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Steps to Register for LIB 870

Students need to take the follow procedure **in sequence**. Steps #1 through #3 **need to be completed by April 1st for the practicum at Fall semester and November 1st for the practicum at Spring semester**.

Step #1. A student may register for LIB 870 ONLY after completing ALL “core” library coursework (LIB 800, LIB 801, LIB 802, LIB 805, LIB 821]. However, students are allowed to take LIB 870 in conjunction (during the same semester) with the final “core” course.

Step #2. Students need to identify placement sites and complete/submit [School Library Practicum Application](#) (see Sections below for detailed guideline). The Practicum Application form is available at: <https://tinyurl.com/lib870application>.

Step #3. Site Supervisors must be identified and approved (see Sections below for detailed guideline). The [Site Supervisor Application](#) form is available at: <https://tes.eku.edu/site-supervisor-application>.

Step #4. Prior to being able to register for the course, students must complete the [Graduate Programs Override Request](#) form (available at: <https://www.eku.edu/ceahs/override-request/>).

Step #5. After approval of the Override has been obtained **student can officially register**.

Practicum Hours Rule

LIB 870 is a full 16-weeks course consisting of three (3) hours graduate credit. In general, practicum experiences are required at two (2) different levels to meet a total of 100 hours of the clinical hour requirement: Fifty (50) hours of elementary and another fifty (50) hours of either middle or high school experience is required.

However, if you are working at and/or seeking the entire practicum at a K-8 or K-12 school, all 100 hours (both levels) can be completed at that school site with the pre-approval of the course professor.

Also, any candidate can complete up to 20 hours through a combination of a public library setting and/or school library-based Professional Development (PD) opportunities, such as AASL, KLA, ALA, KASL conferences, and the hours can be applied to either or both levels.

So, below are possible scenarios which are not limited to:

- **Scenario One:** 50 hours at an elementary school library and 50 hours at a middle or high school library setting **(100 total hours)**.
- **Scenario Two:** 40 hours at an elementary school library and 40 hours at a middle or high school library setting along with 20 hours being completed at a public library and/or library-based PD/Conference **(100 total hours)**.
- **Scenario Three:** 50 hours at an elementary school library and 30 hours at a middle or high school library setting along with 20 hours being completed at a public library and/or library-based PD/Conference **(100 total hours)**.
- **Scenario Four:** 30 hours at an elementary school library and 50 hours at a middle or high school library setting along with 20 hours being completed at a public library and/or library-based PD/Conference **(100 total hours)**.
- **Scenario Five:** 100 hours at a K-8 or K-12 school library **(100 total hours)**.

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- **Scenario Six:** 90 hours at a K-8 or K-12 school library along with 10 hours being completed at a public library and/or library-based PD/Conference **(100 total hours)**.
- **Scenario Seven:** 80 hours at a K-8 or K-12 school library along with 20 hours being completed at a public library and/or library-based PD/Conference **(100 total hours)**.

Practicum Hours Rule for Option 6/TC-29 Candidates

The general rules for completing practicum hours apply to the TC-29/Option 6 (*Emergency School Media Librarian Certification*) candidates with the following two exceptions:

- (1) Candidates are required to pre-arrange for an approved Site Supervisor (Certified School Librarian) to supervise your practicum hours at the school (Option-6 site) the candidate serves as a school librarian.
- (2) Candidates are required to complete a minimum of 5 hours at another school library of the same level as the Option-6 site.

So, below are possible scenarios which are not limited to:

- **Scenario One:** 45 hours at an elementary school library (Option-6 site), 5 hours at another elementary school library, and 50 hours at a middle or high school library setting **(100 total hours)**.
- **Scenario Two:** 40 hours at an elementary school library (Option-6 site), 10 hours at another elementary school library, and 50 hours at a middle or high school library setting **(100 total hours)**.
- **Scenario Three:** 45 hours at an elementary school library (Option-6 site), 5 hours at another elementary school library, and 30 hours at a middle or high school library setting along with 20 hours being completed at a public library and/or library-based PD/Conference **(100 total hours)**.
- **Scenario Four:** 40 hours at an elementary school library (Option-6 site), 10 hours at another elementary school library, and 30 hours at a middle or high school library setting along with 20 hours being completed at a public library and/or library-based PD/Conference **(100 total hours)**.
- **Scenario Five:** 95 hours at a K-8 or K-12 school library (Option-6 site) and 5 hours at an elementary school library **(100 total hours)**.
- **Scenario Six:** 95 hours at a K-8 or K-12 school library (Option-6 site) and 5 hours at a middle or high school library **(100 total hours)**.
- **Scenario Seven:** 85 hours at a K-8 or K-12 school library (Option-6 site) and 5 hours at an elementary/middle/high school library, along with 10 hours being completed at a public library and/or library-based PD/Conference **(100 total hours)**.
- **Scenario Eight:** 70 hours at a K-8 or K-12 school library (Option-6 site) and 10 hours at an elementary/middle/high school library, along with 20 hours being completed at a public library and/or library-based PD/Conference **(100 total hours)**.

Completing Practicum Hours

The student is required to create a Practicum e-Portfolio with LiveBinder (see below)

Up to half of practicum hours at each level (i.e., 25 out of 50 hours), can be administrative in nature (meaning non-student contact hours). However, the remaining hours at each level require the library open for student service access/availability (meaning student contact hours). Please refer to Appendix A for a list of practicum activities to be covered.

Practicum hours need to be scheduled with the Site Supervisor for his/her approval.

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The student is required to keep a journal of activities (placed on the Practicum e-Portfolio). Practicum hours/activities for each level will be submitted through Taskstream via the *Graduate Clinical Experience Verification* form.

The student is required to complete multiple library-based projects; see **Major Projects and Key Assessments** tab at the Bb course site for more information.

Students are responsible for locating and contacting Practicum sites and get approval. Students needing placement assistance can contact the course instructor. Once a site is identified have the Site Supervisor complete the Site Supervisor Application form (available at: <https://tes.eku.edu/site-supervisor-application>) for official confirmation of the site and supervising librarian.

There is **no remuneration** for the practicum experience for the student and/or Site Supervisor.

Qualifications/Duties of LIB 870 Site Supervisor

A Site Supervisor must have 1+ years of experience as a certified school media librarian, with at least a Master's degree in School Media Librarian, Library Media Specialist, MLIS/MLS or equivalent degree.

Site Supervisors cover various Practicum topics (see Appendix A for some required topics/issues to discuss and record during the practicum clinical experiences) with students and complete the Student Evaluation form (sent by the COEHS) on practicum candidates.

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Appendix A: Required Practicum Topics/Issues to Discuss with Students/Site Supervisors

*Codes

- Introduction –topic/issue is introduced to the practicum student.
- Practice – student is provided with direct tasks to reinforce information.
- Mastery – student exhibits thorough knowledge/understanding of issue through task analysis.

Source:

ALA/AASL/CAEP School Librarian Preparation Standards (2019),
https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/ALA_AASL_CAEP_School_Librarian_Preparation_Standards_2019_Final.pdf

School Library Practicum (Topic areas to discuss/review)	Covered/Discussed in Practicum (Place an X in the box below by those areas covered)	Code I (*Introduction), P (Practice), M (Mastery)	Initial of Site Supervisor/date covered
I. The Learner and Learning			
1.1 Learner Development. Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards.			
1.2 Learner Diversity. Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives			
1.3 Learning Differences. Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.			
1.4 Learning Environments. Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge			
II. Planning for Instruction			
2.1 Planning for Instruction. Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.			

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<p>2.2 Instructional Strategies. Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.</p>			
<p>2.3 Integrating Ethical Use of Information into Instructional Practice. Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.</p>			
<p>2.4 Assessment. Candidates use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.</p>			
<p>III. Knowledge and Application of Content</p>			
<p>3.1 Reading Engagement. Candidates demonstrate a knowledge of children’s and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.</p>			
<p>3.2 Information Literacy. Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical-thinking and the inquiry process by using multiple literacies.</p>			
<p>3.3 Technology-Enabled Learning. Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.</p>			
<p>IV. Organization and Access</p>			
<p>4.1 Access. Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.</p>			
<p>4.2 Information Resources. Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.</p>			

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<p>4.3 Evidence-Based Decision Making. Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.</p>			
<p>V. Leadership, Advocacy, and Professional Responsibility</p>			
<p>5.1 Professional Learning. Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the diverse needs of all members of the learning community.</p>			
<p>5.2 Leadership and Collaboration. Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.</p>			
<p>5.3 Advocacy. Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.</p>			
<p>5.4 Ethical Practice. Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.</p>			

Appendix B

LIB 870 PRACTICUM LOG Example

Ex: Jane Smith

Site: ____

Date: August 30, 2017 (Tuesday), 8-noon:

Hours Completed: 4.00

Accumulated on-site hours completed: 4.00

Reflection: 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.