College of Information Studies
Spring 2011

LBSC 744: Field Study in School Library Media Programs
Saturdays: January 29, February 26, March 12 (online), April 23, May 7
9:30 AM – 12:15 PM
Hornbake Building 4113

INSTRUCTOR: Dr. Mega M Subramaniam
2118F Hornbake Building
(301) 405-3406 (office)
(240) 442-3990 (home)
mmsubram@umd.edu
Follow me on Twitter - @mmsubram

OFFICE HOURS: By appointment

COURSE WEBSITE: http://elms.umd.edu

COURSE DESCRIPTION: LBSC 744, Field Study in School Library Media Programs, is designed to provide students with opportunities to observe library media programs offered at least two different levels (elementary, middle and/or high school), and to participate in the operation and activities of the programs under the supervision of certified library media specialists. Students apply knowledge gained in LBSC 741, School Library Media Program Administration, as well as in other courses in the MLS program, and critically analyze their performance and experiences. LBSC 744 is the capstone course for the school library media specialization.

COURSE OBJECTIVES:

- Students will demonstrate the ability to understand, describe, and function in the five roles of the library media specialist: teacher, instructional partner, information specialist, leader and program administrator.
- Students will be able to identify and describe the characteristics of an effective library media program that is integrated into all aspects of learning and teaching in a school.
- Students will demonstrate their ability to interact effectively with students, teachers, administrators, parents, and others within the school district and the broader community.
- Students will demonstrate the ability communicate clearly in standard written and oral English and to work effectively with individual students, with small groups of students, and with entire classes of students during the fieldwork experience.
- Students will demonstrate the ability to communicate clearly in standard written and oral English and to work effectively with a classroom teacher to create and deliver instruction that integrates information literacy skills into a content area.
Students will demonstrate an understanding of the technical and operational aspects of a school library media program and will show that they can successfully organize and manage multiple work demands.

Students will demonstrate that they can work within reasonable expectations defined by the profession and the school districts in which they work during their field study experience.

Students will show that they have the physical stamina to meet the demands of managing an effective school library media program.

Students will reflect upon their visions and expectations for effective library media programs prior to beginning their field experiences and compare and contrast their expectations with the realities they find in the schools in which they work.

Students will demonstrate the ability to systematically describe and analyze effective library media programs, services, and operations.

Students will evaluate their strengths and shortcomings as library media specialists and develop strategies to address the areas that need strengthening.

COURSE REQUIREMENTS:

Each student is expected to observe and participate in the operation of library media programs in two schools at both the elementary and secondary levels, for a total of 30 full school days. Each student must spend a minimum of two weeks (10 school days) working in an elementary school and a minimum of two weeks (10 school days) working in a middle or high school. Decisions about the allocation of the remaining two weeks and the amount of time at each school will be made jointly by the student and the instructor, taking into consideration the student’s prior experience working in K-12 schools and his/her particular interests and career expectations.

ASSIGNMENTS:

Throughout the fieldwork experience, numerous documents are to be submitted to the instructor electronically. In addition, all documents – including those submitted electronically but excluding the Reflections on the Program document – are to be compiled into a portfolio, which is to be turned in at the time of the final oral presentation.

Initial Vision and Expectations Paper: Each student will prepare and submit a paper that summarizes her/his vision and expectations for an effective school library media program and that analyzes the personal strengths/weaknesses that he/she will bring to the program prior to beginning the field experience. This three to five page paper, which must be doubled-spaced, is to be submitted electronically to the instructor at least 24 hours prior to beginning the fieldwork hours at the first school. Only one Initial Vision paper is required. (Submit electronically and include in portfolio.)

Collaborative Planning Document: Each student is expected to schedule an appointment with the cooperating library media specialist in each school prior to beginning the fieldwork experience. During this meeting, the student is expected to discuss the objectives of the course with the LMS
and begin to identify an instructional project that the student might complete during the fieldwork experience. Whenever possible, the instructional project should be collaboratively created, delivered, and evaluated with one or more classroom teachers and should incorporate one or more information literacy skills into a content area. However, in some instances, it may be necessary to develop the project in collaboration with the LMS, and in coordination with one or more classroom teachers. It is acceptable for the student to take responsibility for a series of lessons or a unit that traditionally is taught in the school during the period during which the student’s field study experience is scheduled. The Collaborative Planning Document may be submitted to the instructor for comment electronically before the lessons are initially presented; however, this review is not required. It is expected that the student will complete at least one instructional project during the field study experience. While it is desirable that an instructional project be completed at each school, it is not required. Use the template provided labeled “Collaborative Planning Form”, that can be found under the Course Documents link. (Submit electronically and include in portfolio)

Lesson Plan(s) for Instructional Project(s): Lesson plans from each instructional project are to be included in the portfolio. The lesson plans should follow the format generally used in the school. If such lesson plan template is unavailable, you may use the lesson plan template that is available under the Course Documents link. It is not necessary to include plans for every day of multi-day units; however, at least one lesson plan from EACH instructional project must be included in the portfolio. (Include in portfolio)

Evaluation of the Instructional Project(s): An evaluation of each instructional project must be included in the portfolio. Whenever possible, this evaluation should be completed in consultation with the cooperating classroom teacher(s) and/or LMS. Use the template provided labeled “Evaluation of Instructional Project”, that can be found under the Course Documents link. (Include in portfolio)

Reflective Journal: Reflection should be a fundamental part of the professional life of all teachers and library media specialists. To encourage the development of this “habit,” each student in LBSC 744 is expected to keep a reflective journal for each day of fieldwork experience. The entries in the journal need not be lengthy, but should include insights, questions, frustrations, or connections made during the day. The information included in the reflection must not be identical to the daily descriptive information that is included in the Experience Log. For additional information about reflective practice, see the article by Arthur L. Costa, “Getting into the habit of reflection.” Educational Leadership, 5 (7), 60-62.

The journal entries are to be posted in a private journal that will be accessible only to the student and the instructor on the Blackboard Course web site on a daily basis (for each day of fieldwork experience). The link to the journal is available through the course web site. More explanation on how the entries will be submitted will be discussed in class. The individual entries will not be graded, but must be submitted to meet one of the requirements of the course. (Submit electronically and include in portfolio.)

Experience Log: Each student will maintain a daily diary of observations and experiences using the template provided. The log includes dates, hours, locations, and brief summaries of activities.
both observed and performed during the fieldwork experiences. Use the template provided labeled “Experience Log”, that can be found under the Course Documents link. No electronic submission needed. (Include in portfolio)

Exit Interview: Each student is expected to schedule an appointment with the instructor following the completion of all field study hours and prior to the date of the final oral presentation to review and discuss the field study experience. At that interview, a completed copy of the Reflections on the Program document is to be submitted. The document can be found under the Course Documents link.

Final Oral Presentation: Each student is expected to make a final class presentation of no more than 30 minutes that provides an overview of the field study experience. The presentation must:

- show strengths and weaknesses of the programs in which the student worked;
- demonstrate significant differences between schools and districts;
- include examples of “best practice” and innovative ideas;
- delineate differences between the student’s preliminary expectations and reality; and
- analyze personal strengths and weaknesses and outline anticipated improvement strategies.

It is expected that a PowerPoint slide show or other visual display will accompany the oral presentation. It is strongly recommended that photos taken during the field study experiences be included in the visual presentation. A paper copy of the presentation is to be included in the portfolio. (Include in portfolio)

Final Reflective Paper: Following the second field study placement, each student will prepare and submit a paper that summarizes her/his vision and expectations for an effective school library media program. Any changes in his/her vision or expectations from the initial paper prepared for the course should be noted. The paper also is to include an analysis of personal strengths and weaknesses identified during the field experience, and strategies to strengthen areas of concern. This paper must be two to five pages in length and must be double-spaced. (Include in portfolio)

Portfolio: The portfolio must include all the items described above, as well as the Fieldwork Information Sheet, which can be found under the Course Documents link. The Information Sheet is to be completed in duplicate and included as the first item in the portfolio. One copy of the form will be retained by the instructor and one copy will remain as part of the portfolio. The portfolio may include other information that might demonstrate a student’s ability to function effectively as a library media specialist and/or information that will be of benefit to the student as he/she begins working in a LMP. It is recommended that the portfolio include a title page and table of contents. The portfolio will be submitted to the instructor at the time of the final oral presentation. **The use of page protectors in the portfolio is prohibited except to display handouts or other materials gathered during the field study experience.**
**GRADING:** Each student’s final grade will be based upon evaluation of the assignments outlined above and the overall presentation of the course portfolio.

- Initial Vision and Expectations Paper: 100 points
- Experience Log: 100 points
- Instructional Project(s): 200 points
- Final Oral Presentation: 250 points
- Final Reflective Paper: 150 points
- Assessments by Cooperating LMSs: 100 points
- Portfolio Presentation: 100 points

The cooperating library media specialist in each site will be asked to complete and submit to the instructor a “Checklist of Experiences,” which describes the range of activities in which the student participates during the field study placements. An evaluation of the student’s performance on individual tasks as well as an overall assessment of the student’s ability to work as an effective library media specialist will be taken into consideration by the instructor in determining the final grade for the course. The cooperating library media specialists may indicate that the completed Checklist can be shared with the student or kept confidential by the instructor. Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining your grade for each. Adherence to University policies on matters of intellectual integrity is also imperative. Students with disabilities should see the instructor during the first week of the course to make sure necessary accommodations are in place.

Grade range that will be used to determine the final grade for this class is 95+ points will be an A; 92-94.9 points will be an A-; 89-91.9 points will be a B+; 86-88.9 points will be a B; and below 85.9 will be a B-.

**CLASS AND FIELD STUDY ATTENDANCE:**

Students are expected to attend each session of the course on campus and meet all school-based requirements during the field study placements unless prior arrangements are made. If schools are closed for weather or other emergencies, students must arrange to schedule “make-up” days to ensure that the requirement of 30 days in two schools is met.

**PROCEDURES FOR DELAYED OPENINGS AND CAMPUS CLOSINGS DUE TO INCLEMENT WEATHER**

Please check the University's inclement weather number (301-405-SNOW [7669]), which is used for inclement weather and other emergency situations. The University announces late openings and closings for snow early each day, not the night before. While local television and radio stations report on University closings, the information is not always correct. Please use the telephone number given above or check the University website (www.umd.edu). See Procedures for Delayed Openings and Campus Closings Due to Inclement Weather at http://www.umd.edu/umnews/weatherprocedures.cfm.