LBSC 744: Internship in School Library
10:00 AM – 1:00 PM
Universities at Shady Grove, TBD

Saturdays:
Feb. 7 (at USG)
Mar. 7 (at USG)
Apr. 4 (online)
May 2 (at USG)

INSTRUCTOR: Dr. Sheri Anita Massey
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OFFICE HOURS: By appointment

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

COURSE DESCRIPTION:
LBSC 744, Internship in School Library, is designed to provide candidates with opportunities to
observe library 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 school librarians. Candidates apply knowledge gained in LBSC 741, School Library
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
specialization.

COURSE OBJECTIVES:
• Candidates will demonstrate the ability to function in a school library setting or operation
  in a role with responsibilities, expectations, and supervision appropriate to an entry-level
  professional.
• Candidates will demonstrate the ability to understand, describe, and function in the five
  roles of the school librarian: teacher, instructional partner, information specialist, leader,
  and program administrator.
• Candidates will be able to identify and describe the characteristics of an effective library
  program that is integrated into all aspects of learning and teaching in a school.
• Candidates will demonstrate their ability to interact effectively with candidates, teachers,
  administrators, parents, and others within the school district and the broader community.
• Candidates will demonstrate their ability to interact appropriately and effectively with the
  students, teachers, administrators, parents, and other patrons of the school library setting or
  operation, communicating clearly with individuals and groups.
• Candidates 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.

• Candidates will demonstrate an understanding of the technical and operational aspects of a school library program and will show that they can successfully organize and manage multiple work demands.

• Candidates will demonstrate that they can work within reasonable expectations defined by the profession and the school districts in which they work during their internship experience.

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

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

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

• Candidates will evaluate their strengths and shortcomings as school librarian and develop strategies to address the areas that need strengthening.

• Candidates will begin to build a professional network for support and future employment.

• Candidates will clarify individual professional goals, evaluate their strengths and weaknesses as an information professional, and develop strategies for continued professional growth and development.

COURSE REQUIREMENTS:
Each candidate is expected to observe and participate in the operation of library programs in two schools at both the elementary and secondary levels, for a total of 30 full school days. Each candidate must spend a minimum of 15 school days working in an elementary school and a minimum of 15 school days working in a middle OR high school. The hours the candidate spends in school each day is to mirror the mentor librarian’s hours.

CLASS AND INTERNSHIP ATTENDANCE:
Since this course only meets five times a semester, candidates MUST attend all sessions. For medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class. The notification (can be in the form of an email or phone call) must identify the date of class that you will be missing and the reason for the absence, and acknowledging that the information provided is accurate. Candidates are expected to meet all school-based requirements during the internship placements. If schools are closed for weather or other emergencies, candidates must arrange to schedule “make-up” days to ensure that the requirement of 30 days in two schools is met.

CANDIDATES WITH DISABILITIES:
Candidates with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with the instructor. This should be done during the first week of class.
EMERGENCY PREPAREDNESS:
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.

Information about the status of the campus is available at http://www.umd.edu/emergencypreparedness/. If the campus is closed, please make sure to stay safe. Information about possible rescheduling of course activities will be provided via e-mail and Blackboard once the campus has reopened.

ACADEMIC HONESTY:
Work submitted in this course will be individual and original, in line with the University’s Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged.

ASSIGNMENTS:
Throughout the internship, you will submit numerous documents to the instructor electronically via Canvas/ELMS. In addition, you will compile additional documents and information into an online portfolio, which you will turn on the last day of class.

Assignment 1:
Upload the paper or project link to ELMS/Canvas at least 24 hours prior to beginning the internship hours at the first school.

Initial Vision and Expectations Paper OR Project: You will prepare and submit a paper or project that:

- (1) summarizes your vision and expectations for an effective school library program and includes references to relevant research, and
- (2) analyzes the personal strengths and weaknesses that you will bring to the program prior to beginning the internship.

Consider dividing the assignment into two parts: ES Vision and Expectations; MS/HS Vision and Expectations, with each part addressing elements 1 and 2 listed above. Or, you may share an overall vision and your overall expectations. Only one Initial Vision paper/project is required, so include expectations for both placements. You do not have to include this assignment in your portfolio- it is your decision.

Paper Requirements:  Project Requirements:
Assignment 2:
Include the Collaborative Planning Form or lesson plans in your portfolio; submit the Collaborative Planning Process Rubric with the Evaluation of Internship Experience by Mentor Librarian Rubric.

Plan Your Internship
Meet prior to internship: Schedule an appointment with your mentor librarian before beginning the placement. Do this for both placements. During this meeting, discuss the objectives of the course with the librarian and begin to identify an instructional project that you might complete during the internship. Use the Evaluation of Internship Experience by Mentor Librarian Rubric as a guide.

Collaboratively Design and Co-Teach an Instructional Project
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 mentor librarian, and in coordination with one or more classroom teachers. You may take responsibility for a series of lessons or a unit that traditionally is taught in the school during the period during which your internship is scheduled. You may submit the Collaborative Planning Document to the instructor electronically for comment before the lessons are presented; however, this review is not required. You will complete at least one collaborative instructional project during the internship. While it is desirable that you complete a collaborative instructional project at each school, it is not required. Use the template provided labeled Collaborative Planning Form as the basis for your lesson plan.

Evaluate the Project and Collaboration Process
After you have completed the collaborative instructional project, your mentor librarian is to complete the Collaborative Planning Process Rubric and submit this with the Evaluation of Internship Experience by Mentor Librarian Rubric form at the end of your internship in each school.
Assignment 3:
Include any additional projects and anonymous samples of exemplary student work in your online portfolio.

Additional Projects and Evaluations: Include additional projects, lesson plans, and anonymous student work samples in the portfolio. Describe the projects and how they contribute to student learning. Plans for lessons should follow the format generally used in the school. It is not necessary to include plans for every day of multi-day units; however, every lesson should be guided by a plan. Include at least one lesson plan from every instructional project you complete, along with 1-2 examples of student work (if, possible). Add these items to your online portfolio.

Evaluate each instructional project (your teaching- not displays, bulletin boards, administrative reports, etc.) and include that evaluation with the plan in the portfolio. Whenever possible, complete this evaluation in consultation with the cooperating classroom teacher(s) and/or mentor librarian. Use the template provided labeled Evaluation of Instructional Project. You may modify the template as you see fit.

Assignment 4:
Submit one journal entry to Canvas daily (for each day of internship).

Reflective Journal: Reflection should be a fundamental part of the professional life of all teachers and school librarians. To encourage the development of this “habit,” each candidate in LBSC 744 is expected to keep a reflective journal for each day of internship. The entries in the journal need not be lengthy, but should include insights, questions, frustrations, or connections made during the day. For additional information about reflective practice, see the article by Arthur L. Costa, “Getting into the habit of reflection” Educational Leadership, 57 (7), 60-62.

Post the journal entries in your private journal that will be accessible only to you and the instructor in Canvas on a daily basis (for each day of internship). The link to the journal is available through the course website. Include the following in the subject lines of each entry: District, Name of School, Placement #. You will continue updating the journal throughout both placements—remember to change the district name, school name, and placement numbers in your entries. More explanation on how the entries will be submitted will be discussed in class.

LIMIT JOURNAL ENTRIES TO TWO PARAGRAPHS (or less), or 2 MINUTES of MULTIMEDIA CONTENT.

Remember: Include in subject line of each entry: District, Name of School, Placement #.

Assignment 5:
Instructor will make this assignment as complete when the evaluation rubric has been received.

Performance Evaluation: The mentor librarian in each site will be asked to complete and submit to the instructor an Evaluation of Internship Placement Rubric, which describes the range of activities
in which the candidate participates while in the each school. An evaluation of the candidate’s performance on individual tasks as well as an overall assessment of the candidate’s ability to work as an effective school librarian will be taken into consideration by the instructor in determining the final grade for the course. The mentor librarian may indicate that the completed evaluation can be shared with the candidate or kept confidential by the instructor.

Assignment 6:
Upload the paper or project link to ELMS/Canvas at least 24 hours prior to the final class.

Final Reflective Paper or Project: Following the second internship placement, each candidate will prepare and submit a paper or project that revisits her/his initial vision and expectations for an effective school library program. Describe any changes in your vision or expectations from the initial paper/project prepared at the beginning of the course. The paper/project must also include an analysis of personal strengths and weaknesses identified during the internship experience, and strategies to strengthen areas of concern. The parameters for this assignment are the same as those for the Initial Vision and Expectations Paper OR Project.

Paper Requirements:
- 3-5 pages
- Double spaced
- 12-point font
- APA citations, if applicable (www.NoodleTools.com)
- Purdue OWL: https://owl.english.purdue.edu/owl/
- If needed, schedule a one-on-one writing consultation (for this and any other projects/courses): http://www.gradschool.umd.edu/Writing_Resources/Introduction.html

Project Requirements:
- 3-5 minute video
- Any application (captioned photo slideshow, cartoon, narrated slideshow, interpretive dance)
- APA citations, if applicable (www.NoodleTools.com)

Only one Final Reflective Paper or Project is required, so either prepare a general response or include sections for each placement. You do not have to include this assignment in your portfolio- it is your decision.

Assignment 7:
Upload a link to ELMS/Canvas before your oral presentation.

Online Portfolio: Begin working on this assignment IMMEDIATELY!
Determine the online program and organizational structure you will use for your final portfolio. The portfolio must include the items described above, as well as information about each internship placement. The portfolio may include other information that might demonstrate a candidate’s ability to function effectively as a school librarian and/or information that will be of benefit to the candidate as he/she begins interviewing for positions and working in a library. Include a title page and table of contents ( navigational links). If submitting an accompanying hard copy portfolio (not required), do not use page protectors except to display handouts or other materials gathered during the internship experience.

**Assignment 8:**
**Presented in person during the last on-campus session**

**Final Oral Presentation:** Each candidate is expected to give a final class presentation of no more than 30 minutes (25 minutes presentation and 5 minutes Q&A) that provides an overview of the internship experience.

The presentation must:
- give a very brief description of each school (including a location map, relevant staff, and library program information)
- show strengths and weaknesses of each program;
- demonstrate significant differences between schools and districts;
- include examples of “best practice” and innovative ideas;
- delineate differences between your preliminary expectations and reality;
- analyze your personal strengths and weaknesses;
- outline improvement strategies to address your strengths and weaknesses; and,
- make connections to relevant scholarly research throughout the presentation; include APA citations (in-text AND references list).
- present your online portfolio

A slideshow or other visual display must accompany the oral presentation. It is strongly recommended that photos and video be taken during the internships and included in the visual presentation. You do not have to include a copy of the presentation in the portfolio, but you may if you would like.

You may pre-record your final oral presentation and play it for your colleagues during the final class instead of presenting live. You may record the entire presentation or pre-record aspects/segments of the presentation for use in your presentation and later in your online
portfolio. This could save time if you plan to include all or elements of your presentation in your portfolio- no need to re-record. You do not have to submit your recorded presentation in advance.

Your colleagues will be scoring your presentation as they watch. They will be looking for each of the elements listed above, as well as scoring your preparedness during the presentation and the question/answer period. Engaging presentations are greatly appreciated.

Assignment 9:
Performed in person after the last on campus session

Exit Interview: Schedule an appointment with the instructor following the completion of all internship hours and after your final oral presentation to review and discuss the internship. The instructor must have your assessment sheets before the interview- please make sure your mentor librarians send your assessments shortly after each placement. Bring to the exit interview (These documents can be found under the Files link):

1. Reflections on the Program (anonymous)
2. Placement Information Sheet

GRADING:

Each candidate’s final grade will be based upon evaluation of the assignments outlined above and the overall presentation of the course portfolio.

- Vision and Expectations Project 50 points
- Collaborative and Other Project(s) 200 points
- Journal Entries 100 points
- Final Oral Presentation 200 points
- Reflective Project 50 points
- Assessments by Mentor Librarians 200 points
- Online Portfolio 200 points

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.