

**College of Information Studies**  
Spring 2016

**LBSC 744:**                   **Internship in School Library**

**INSTRUCTOR:**           Dr. Mega Subramaniam  
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**OFFICE HOURS:**           Can be arranged by appointment

**ONLINE COURSE SPACE:**   <https://myelms.umd.edu/login>

**SYNCHRONOUS MEETING SPACE:** URL will be distributed prior to meeting(s).

**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.

### **INTERNSHIP ATTENDANCE:**

Candidates are expected to meet all school-based requirements during the internship placements. If schools are closed for weather or other emergencies or candidates are ill and can't make it to school, 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 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/>. Information about possible rescheduling of synchronous activities and assignment deadlines will be provided via Canvas once the campus has reopened.

## **EXTENSIONS**

Timeliness is extremely important in graduate work, and extensions will only be available during personal emergencies. Students who need to request an extension should discuss the matter in advance with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the paper or asynchronous participation will result in a deduction of half of a letter grade for each day the paper/participation is late.

## **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 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 and *Reflective Journal* – are to be compiled into a portfolio, which is to be turned in at the last class meeting or right before the last class meeting.

Initial Vision and Expectations Paper: Each candidate will prepare and submit a paper that summarizes her/his vision and expectations for an effective school library program and that analyzes the personal strengths/weaknesses that he/she will bring to the program prior to beginning the field experience. This two to five pages paper, double-spaced, with one-inch margin and 12 point type font must be **submitted electronically via Canvas to the instructor at least 24 hours prior to beginning the internship hours at the first school**. If you are beginning the internship immediately after our first meeting, you must submit this paper by **January 21, 2016 at 11.59 pm**. Only one Initial Vision paper is required, so either write a general response or include expectations for both placements. **(Submit electronically and include in portfolio)**

Collaborative Planning Document: Each candidate is expected to schedule an appointment with the mentor librarian in each school prior to beginning the internship experience. During this meeting, the candidate is expected to discuss the objectives of the course with the librarian and begin to identify an instructional project that the candidate 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/digital 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. It is acceptable for the candidate to take responsibility for a series of lessons or a unit that traditionally is taught in the school during the period during which the candidate's internship 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 candidate will complete at least one instructional project during the internship 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 *Files* area in Canvas. After you have completed the collaborative instructional project, please request the mentor librarian to complete the *Collaborative Planning Process Rubric* (at the end of the Collaborative Planning Document, mentor librarians can highlight or circle and scan the document) and please request him/her to submit this directly to the instructor with the *Evaluation of Internship Experience by Mentor Librarian* form (to be completed online) at the end of your internship in each school. (Include the *Collaborative Planning Form* in your 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 *Files* area in Canvas. It is not necessary to include plans for every day of multi-day units; however, **at least one lesson plan from EACH instructional project in each school 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 mentor librarian. **Use the template provided labeled *Evaluation of Instructional Project*, which can be found under the *Files* area. (Include in portfolio)**

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 fieldwork experience. 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.

Please create a Google Doc for the reflective journal and share it with the instructor using her Gmail address: [manis2@gmail.com](mailto:manis2@gmail.com), before the first day of your internship.

Exit Interview: Each candidate is expected to schedule an in-person appointment or a phone call with the instructor **following the completion of all internship 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 in person or via Canvas message.** The document can be found under the *Files* are.

Final Oral Presentation: Each candidate is expected to make 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:

- show strengths and weaknesses of the programs in which the candidate worked;
- demonstrate significant differences between schools and districts;
- include examples of “best practice” and innovative ideas;
- delineate differences between the candidate’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 and video be taken during the internship experiences and included in the visual presentation. You do not have to include a copy of the presentation in the portfolio, but you can if you would like. During the first meeting, we will decide if we would like to do an in-person final presentation or a presentation via Adobe Connect.

Final Reflective Paper: Following the second internship placement, each candidate will prepare and submit a paper that summarizes her/his vision and expectations for an effective school library 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 internship, and strategies to strengthen areas of concern. This paper must be two to five pages in length and must be double-spaced, with one-inch margin and 12 point type font. Only one *Final Reflective Paper* is required, so either write a general response or include expectations for both placements. **(Include in portfolio)**

**Portfolio:** The portfolio must include the items described above, as well as the *Internship Information Sheet*, which can be found under the *Files* area. It must be submitted as an electronic portfolio – can be web-based with password protection or any other electronic format (LiveBinder, Google Drive folder, a single bookmarked PDF file, etc.). **The Information Sheet should be included as the first item in the portfolio.** 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 working in a library program. It is recommended that the portfolio include a title page and table of contents. The portfolio will be submitted to the instructor during or right before the last class meeting.

#### **GRADING:**

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

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|---------------------------------------|------------|
| Initial Vision and Expectations Paper | 50 points  |
| Instructional Project(s)              | 200 points |
| Final Oral Presentation               | 200 points |
| Final Reflective Paper                | 100 points |
| Assessments by Mentor Librarian       | 200 points |
| Portfolio                             | 100 points |
| Reflective journal                    | 150 points |

The mentor librarian in each school will be asked to complete and submit to the instructor an *Evaluation of Internship Placement*, 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.

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.

Grade range that will be used to determine the final grade for this class is 95+ percentage will be an A; 90-94.9 percentage will be an A-; 85-89.9 percentage will be a B+; 80-84.9 percentage will be a B; and below 80 will be a B-.