



## LSSL 5366 Library Internship

**Spring 2018**

*LSSL 5366 is a required course for Master of Library Science and School Librarian Certification.*

**College of Education, Department of Library Science**

**Instructor:** Dr. Robin Moore  
 Academic Building IV, Room 415  
 P.O. Box 2236 / SHSU  
 Huntsville, Texas 77341  
 Phone: Office 936-294-1857 / Cell 713-582-1152 / Fax: 936-294-1153  
 E-mail address: [rlm018@shsu.edu](mailto:rlm018@shsu.edu)

**Office hours:** Monday - Friday 9:00-4:30

### **Day and time the class meets:**

- Field experience hours (160 hours) are arranged by the candidate and the site supervisor
- Two online meetings are scheduled in Zoom. See Blackboard for link. The dates and times are as follows:
  - Wednesday, January 17, 2018 at 6:30 p.m.
  - Wednesday, March 7, 2018 at 6:30 p.m.
- At the online meetings, be sure to use your microphone for communicating with your fellow LSSL 5366 candidates. THIS IS REQUIRED.

**Location of class:** Blackboard: <https://shsu.blackboard.com>  
 Intern field experiences with approved site supervisor at multiple school library settings in PK-12 public or TEA approved schools

### **Course Description:**

Supervised practice in a school library, incorporating seminars, conferences, journals, and evaluation. This class is required for certification and MLS. Prerequisites: LSSL 5330, LSSL 5332, LSSL 5334, LSSL 5337, LSSL 5360, LSSL 5370, and LSSL 5385.

### **SHSU Motto: The Measure of a Life is its Service**

This course reflects that your service to your school sites is a major component of this course. You will be given the opportunity to help improve the learning (library/literacy) opportunities of children in the schools as well as support the teachers on your campus. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen. These experiences comprise the required 160 hours for

your practicum field experienced. You will keep a record of your experiences through your five submissions of journal entries documenting 160 hours in school libraries and the required documentation log.

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Essential:**

*Learning to apply course material to improve thinking, problem solving, and decisions.*

- To do this, you will:
  - Document your school library experiences in PK-12 school libraries
    - Experiences that you should have include those provided by the ALA/AASL Standards for the Initial Preparation of School Librarians:  
[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010\\_standards\\_with\\_rubrics\\_and\\_statements\\_1-31-11.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf)
    - Meet the six standards of the Texas Administrative Code:  
[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=239&rl=55](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=55)
  - Document your practicum or internship field experiences through journal entries that reflect your decisions and problem solving skills

*Acquiring skills in working with others as a member of a team.*

- To do this you will:
  - Teach a collaborative information literacy lesson with a collaborating teacher where you are in the role of school librarian
  - Work collaboratively with your site supervisor in projects as designated

**Important:**

*Developing specific skills, competencies, and points of view by professionals in the field most closely related to this course.*

- To do this you will:
  - Document your practicum or internship field experiences in your journal entries
  - Complete journal entries documenting 160 hours of school library experience for practicum or over the course of 180 days for interns
  - Complete a chart documenting the ALA/AASL Standards for the Initial Preparation of School Librarians (2010) that include a short description of the experiences as related to the standards and their elements
  - Attend online meetings as scheduled for course
  - Meet with your SHSU field supervisor in your site supervisor's school

library setting or in your own school library if you are an intern

### **Textbooks and Materials (Required):**

1. SHSU Library Science Department. (Most recent version available). "Handbook for Library Practicum and Internship."
2. Headphones, Webcam and Microphone
3. American Association of School Librarians. (1998). *Information power: building partnerships for learning*. Chicago: American Library Association.
  - a. Available in print and eBook format
  - b. This text is applicable to other courses and the school librarian profession
4. American Association of School Librarians. (2009). *Empowering learners: guidelines for school library media programs*. Chicago: American Library Association.
  - a. Available in print
  - b. This text is applicable to other courses and the school librarian profession
5. American Association of School Librarians. (2009). *Standards for the 21<sup>st</sup>-Century learner in action*. Chicago: American Library Association.
  - a. Available in print
  - b. This text is applicable to other courses and the school librarian profession
6. A copy of the ALA/AASL Standards for the Initial Preparation of School Librarians found at [http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010\\_standards\\_with\\_rubrics\\_and\\_statements\\_1-31-11.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf)
7. A copy of the six standards of the Texas Administrative Code Title 19, Part 7, Chapter 239, Subchapter B, Rule §239.55 found at [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=239&rl=55](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=55)

### **Textbooks (Recommended)**

1. Magi, T., & Garnar, M. (Eds.). (2015). *Intellectual freedom manual* (9<sup>th</sup> ed.). Chicago, IL: ALA Editions.

### **Tk20 Account statement**

*Tk20 Account* **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

### **Course Format:**

The content of this course is delivered using Blackboard and additional technologies as needed. In addition, course concepts are learned by self-study and group discussions. Interaction will take place through scheduled phone conferences, multiple observations that include video observations as well as on-site observations by the SHSU field supervisor, and through at least two online course meetings. Evaluation consists of self-evaluations,

collaborating teacher and site supervisor evaluations of Information Literacy Collaborative Lesson, site supervisor evaluation in Tk20, and SHSU field supervisor assessments.

### Course Content

The field experience that is required for this course is an **active participatory experience**. Candidates may NOT count hours where they are in the role of observer. If candidates are unable to have the experiences required, they are expected to engage in conversations with their site supervisor about them.

Ideally, the ALA/AASL Standards for Initial Preparation of School Librarians (2010) and the six standards of the Texas Administrative Code for the Standards required for the School Librarian Certificate should be experienced by each candidate. **When an experience is not possible, it is the candidate's responsibility to request the site supervisor for an explanation of the task or activity in lieu of the actual experience.** The candidate should strive to experience these tasks that are a part of both sets of standards for his or her own benefit.

### Course Requirements:

1. TEXES Examination Requirement: The candidate must take the TExES Examination administered by TEA/ETS in order to pass this course (see Blackboard for further/extenuating circumstances information). It is up to the candidate to register for the TExES Examination and report their scores to their field supervisor.
2. Library Science Portfolio Requirement: If the candidate is planning to graduate this semester, the candidate must file an application for portfolio with the department. To obtain an application and for more information, visit the Blackboard Organization course, titled LSSL Graduate Students. Blackboard Organizations are listed on the home page for Blackboard.
3. Late Assignment Policy: Because your active participation is so important, it is imperative that all assignment be submitted on dates due. Assignments will be considered "on time" if submitted by midnight the day due unless otherwise noted by the professor for the course. NOTE: All due dates/times are based on Central Standard Time. Submission of work after midnight will be considered late. Late assignments will be reduced by 10% of points earned for every day late. All assignments must be completed to receive a grade for this course.
4. Time Requirement: It is expected that if you enroll in this course you can meet the time requirement: 160 hours of field experience are expected. The hours of field experience may be beyond the 160 hours.
5. Professionalism Policy: Professionalism is expected, both in the course and in the TEA approved schools. If individual assignments possess a striking similarity to another candidate's work, penalty may be, minimally, the drop of one letter grade. During field experience in the schools, proper dress is expected. Candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom and school library.

Attendance, punctuality, the quality of the candidate's interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine professionalism, which in turn, signals readiness to advance in the library science program.

6. **Equipment Requirements:** It is expected that candidates who register for the online course can meet the following minimum software and hardware requirements.
  - a. Technical Requirements – found at <http://distance.shsu.edu/home/technical-requirements.html>
  - b. Information Technology Hardware Requirements – found at [http://www.shsu.edu/~ucs\\_www/hardware\\_requirements.html](http://www.shsu.edu/~ucs_www/hardware_requirements.html)
  - c. Basic webcam and microphone
7. **Textbooks/Materials Requirement:** Purchasing the necessary texts and listed materials for an online course is the responsibility of the candidate. Required textbooks and materials are essential for the successful completion of the course activities.
8. **Candidate Is Responsible for Dropping Course:** The candidate should be aware of the dates for dropping this course for a refund, dropping without a grade, etc. The candidate should not assume that s/he will be dropped by the professor if s/he does not attend class, attend online meetings, complete assignments by due dates, or neglect meeting with SHSU field supervisor. The candidate is expected to officially withdraw from this course should s/he decide not complete the course this semester.

#### **Candidate Syllabus Guidelines:**

- SHSU Academic Policy Manual -- Candidates
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

#### **Office of Services for Students with Disabilities:**

Any candidate with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

#### **GPA Requirement:**

Candidates must maintain a cumulative GPA of at least 3.0 on all graduate level coursework. Candidates who earn one grade of "F" or three grades of "C" in 5000-, 6000-, or 7000-level courses will be terminated from the program. A candidate cannot graduate with three grades of "C" in a graduate program.

***All course requirements must be completed by the assigned due dates in order to receive a grade in this course.***

### **NCATE Accreditation**

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

### **The Conceptual Framework and Model**

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

## SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation candidates in initial and advanced programs.

### Diversity of Experiences (Field and Employment):

As a graduate candidate in the College of Education it is expected that you will have experiences with P-12 students in diverse settings. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards Sam

Houston State university has adopted you should document **multiple and varied (diverse) field experiences**. Additionally, you should complete a written reflection highlighting the totality of your experiences. The goal of this requirement is to monitor your experiences in diverse settings, reflect upon these experiences and your growth and development in knowledge, skills, and dispositions in teaching in diverse classrooms. This reflection and the summary of diverse field experiences chart must be uploaded into Tk20 as part of an existing course assignment.

Multiple and varied areas of diverse field experiences include, participation with exceptional populations of P-12 students and P-12 students from different ethnic, racial, gender, socioeconomic, language, and religious groups. It is expected that some of these experiences will not occur at your current place of employment. We understand that the term field experience may not fully fit the experience and information you provide. You may use past or current employment placements.

**In the Master of Library Science Program**, the Key Assessment and Assignments allow candidates the opportunity to complete the previously described diversity requirements. These assessments include:

- Library Science Program Interview
- Proficient Dispositions (LSSL 5366)

#### **College of Education Information:**

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

**Matrix for LSSL 5366 Library Internship may be found at**

**<https://docs.google.com/document/d/1f8avpNPdYK1AvVLrw3nrKnVWmVWdxkEXQNj4ZUj5524/edit?usp=sharing>**.



**Due Dates for Assignments:**

1. First online meeting	Jan. 17	100 points
2. Flipgrid introduction	Jan. 19	100 points
3. First (initial) conference	Jan. 24	100 points
4. On-site observation pre-conference	Jan. 31	100 points
5. On-site with SHSU supervisor (observation)	Feb. 14	100 points
6. Professional Ethics Artifact	Feb. 28	100 points
7. On-site observation post-conference	Feb. 28	100 points
8. Second online meeting	Mar. 7	100 points
9. First journal submission	Mar. 7	100 points
10. Video observation pre-conference	Mar. 9	100 points
11. DDP (benchmark)	Mar. 21	100 points
12. Second journal submission	Mar. 28	100 points
13. Video documentation (observation)	Apr. 4	100 points
14. Third journal submission	Apr. 11	100 points
15. Information Literacy Collaborative Lesson pre-conference	Apr. 11	100 points
16. Video observation post-conference	Apr. 16	100 points
17. Information Literacy Collaborative Lesson (observation and benchmark)	Apr. 25	200 points
18. Evaluations of Information Literacy Collaborative Lesson	Apr. 25	100 points
19. Completion of certification examination	Apr. 27	100 points
20. Field Experience Documentation Log	Apr. 27	100 points
21. Fourth and fifth journal submission	Apr. 27	200 points
22. Overall Evaluation of Performance by Site Supervisor	Apr. 30	100 points
23. Practicum Performance (benchmark)	May 2	100 points
24. Information Literacy Collaborative Lesson post-conference	May 2	100 points
25. Thank You letters to site supervisors	May 4	100 points

**Course Evaluation:**

All assignments must be completed in order to pass this course.

1. Participation in two online synchronous meetings using Zoom. The first meeting will be held at the beginning of the semester. It is an informational meeting. The second online meeting is a group sharing of practicum/internship field experiences. (100 points each = 200 points total) **First online meeting is Wednesday, January 17 at 6:30 PM; Second online meeting is Wednesday, March 7 at 6:30 PM**
2. Flipgrid Introduction: Use the following link to introduce yourself to your fellow candidates: <http://flipgrid.com/#5366practicum> Password: shsu5366. (100 points) – **Due by January 19**
3. First (initial) conference: It is a one-on-one conference with the SHSU field supervisor.

The candidate should schedule this meeting as soon as the field experience begins (100 points) – **Due January 24**

4. Pre-conferences: These are required prior to observations per TAC 228.35 (h). Arrangements for the pre-conferences should be made during the first conference (See #2). Pre-conferences must be completed by the following dates: **1<sup>st</sup> preconference January 31, 2<sup>nd</sup> preconference March 9, 3<sup>rd</sup> preconference April 11** (100 points each = 300 points)
5. Video documentation of school librarianship work completed during your field experience. This is considered your first observation. Must be at least 45 minutes in length and may cover several activities. See handbook and Blackboard course for topics. (100 points) – **Due February 14**
6. Professional Ethics Artifact provides documentation for ALA/AASL Standard 5.2. The assignment includes creating presentations and materials for both faculty and P-12 students covering plagiarism, copyright, right to privacy, challenges to library materials, and Internet ethics. This is an artifact for the Portfolio (for those who are completing for MLS degree). Interns are not expected to complete this assignment in the fall, but should submit it in the spring. (100 points) **Due February 28**
7. Post conferences: These are required after observations per TAC 228.35 (h). Arrangements for these should be made during the first conference (See #2). Post conferences must be completed by the following dates: **1<sup>st</sup> post conference February 28, 2<sup>nd</sup> post conference April 9, 3<sup>rd</sup> post conference May 2** (100 points each = 300 points)
8. Five submissions of journal entries documenting 160 hours in P-12 school libraries submitted to Blackboard Assignments on a regular basis. Candidates may determine which journal is submitted each time. Note that there are only four due dates, but there are five journals that must be completed. The two remaining journals are due on the last due date listed. (100 points each = 500 points) **Due dates are: March 7, March 28, April 11, and April 27.**
9. Diversity and Disposition Proficiencies Standards (DDP) must be submitted to Tk20. Interns may elect to submit this either in the fall or spring semester by the due date for that semester. (100 points) – **Tk20 Benchmark & Key Assessment – Due March 21**
10. 45-minute school library observation at the site supervisor's campus with the SHSU field supervisor. (100 points) - **Candidates must make arrangements for the visit with SHSU field supervisor. The visit must be completed by April 4.**
11. Completed lesson plan and video recording of the lesson. Lesson plan must follow the Information Literacy Collaborative Lesson Template. The video recording must be at least 45 minutes in length and demonstrate the lesson with P-12 students present. Results of pretest, posttest, and three examples of P-12 students' work (one low, one

middle, and one high performing students) with descriptions of why the work received the designations you gave them should be included as well as your reflection on the lesson. (200 points) – **Tk20 Benchmark & Key Assessment – Due April 25**

12. Evaluations of the Information Literacy Collaborative Lesson by the collaborating teacher and the site supervisor using the provided evaluation checklist. These evaluations should be emailed to the SHSU Field Supervisor. (100 points) **Due April 25**
13. Successfully complete the TExES certification exam to pass this course. (100 points) **Due April 27**
14. Field Experience Documentation Log completed in Tk20 (100 points) **Due April 27**
15. Evaluation of overall intern performance by the site supervisor. This evaluation is submitted by the site supervisor using Tk20. (100 points) – **Tk20 Benchmark & Key Assessment – Due April 30**
16. Practicum Performance: Composite Journal Entries (All entries are merged into one document). This composite document is submitted to Tk20. (100 points) – **Tk20 Benchmark & Key Assessment – Due May 2**
17. Send thank you letters to site supervisors. Turn in copy or CC the SHSU field supervisor on the email to verify. (100 points) **Due May 4**

Final grades for the course will be assigned according to the following criteria:

A = 2430 – 2700

B = 2160 – 2429

C = 1890 – 2159

F = 1889 and below – redo practicum and retake course

*The professor reserves the right to alter course requirements to better meet the learning needs of the candidates.*

#### **Expectations:**

1. **Comply with guidelines in the Handbook for Library Internship.**
2. **Complete all forms in the Handbook for Library Internship.**
3. **Take the TExES Examination session before the end of the semester.** It is up to you to make arrangements to attend a Test session.
4. **Complete field experience of 160 hours at multiple levels of school libraries.**
5. **Demonstrate basic computer skills.**
6. **Communicate the field experience expectations to the site supervisor, including end-of-semester evaluation (Tk20 Benchmark).**
7. **Participate in at least two online synchronous meetings.**
8. **Participate in 3 pre- and 3 post- observation conferences.**
9. **Schedule and participate in visit at site supervisor's school library with SHSU field supervisor.**

10. **Complete the Diversity and Dispositions Proficiencies Standards (DDP).**
11. **Video record a 45-minute demonstration of school librarianship work that is completed for practicum/internship.**
12. **Conduct an information literacy collaborative lesson using the lesson plan template and complete the requirements included in the lesson plan template.**
13. **Video record 45 minutes of the teaching portion of the information literacy collaborative lesson and submit to SHSU field supervisor for evaluation and feedback.**
14. **Submit the information literacy collaborative lesson plan and the Composite Journal Entries to Tk20 (Benchmark).**
15. **Complete 160 hours of field experiences that includes journal entry documentation of the experiences.**
16. **Join and participate in LIB\_SCI as appropriate.**
17. **Understand AASL/NCATE Standards and AASL Standards for the 21<sup>st</sup> Century Learner.**
18. **Technology requirements:** It is expected that graduate candidates who register for online courses have the following computer skills: sending/receiving email, attaching documents to emails, creating tables, creating PowerPoint presentations, taking digital pictures and video, scanning documents, and conducting online research, and using library electronic resources. It is also necessary that candidates have access to a computer at home since much of the online course is done in the evenings and on weekends. Additionally, it is expected that graduate candidates who register for an online course feel comfortable using a computer. Online courses move quickly and all candidates need to hit the ground running. This is NOT a place to begin learning the technology skills necessary for success.
19. **Assignments Across Coursework:** The use of the same or similar work (even though it is your own) across courses within the Masters and/or Post-Bac program, is NOT acceptable. In each course, original work is expected – not previous coursework as used in another class OR work similar to work created in another class, but with a few changes made to the submission for this course so that it appears to be different from the original submission in the other course. Original work in each course is expected. Use of assignments across courses in the Program will result in a conference with the Professional Concerns Committee and the Chair of Library Science and possible removal from the Program.
20. **Assignment Completion:** All assignments must be completed in order to pass this course.
21. **Student Interaction Policy:** Communication with any public school student inside or outside school is prohibited unless it concerns academics or classroom learning.
  - a. Do NOT text, email, or access P-12 student social networking sites.
  - b. Do NOT call students on their cell phones or home phones.
  - c. Do NOT give students rides or socialize with them or their families.
  - d. Contact with students outside of school is prohibited.
22. **Professional Participation:** It is expected that graduate candidates be actively engaged with all course materials, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work is completed in a timely and professional

manner following the schedule posted. Points are lost if these expectations are not fulfilled.

23. **LIB\_SCI:** It is expected that you have already joined the electronic discussion group for the Department of Library Science and will check your SHSU email EVERY WEEK DAY.
24. **Style sheet:** It is expected that you understand research conventions and have a style sheet available to you or regularly use an online source for APA style. The Newton Gresham Library provides an APA style sheet: <http://shsulibraryguides.org/APA?hs=a>

### **Bibliography:**

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