

COURSE SYLLABUS FORMAT AS REQUIRED BY NCATE

1. **Course Number:** LIS 602A
2. **Course Title:** Field Experience in School Library Media
3. **Credits:** 3 semester hours
4. **Prerequisites:** LIS 600 or permission of advisor
5. **For Whom Planned:** For students pursuing 076 (School Library Media Coordinator) certification who have not had previous school licensure.
6. **Instructor Information:** Nona Pryor
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7. **Catalog Description:** : Supervised field experiences in a school library media center with seminars, observation, and exploration into the school setting and media coordinator roles, for students with no teaching license.
8. **Teacher Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*
9. **Student Learning Outcomes:**

On completion of this course, the student will be able to:

 - Define and practice the roles of the school library media specialist as defined by *Information Power*.
 - Understand and apply national, state, and local policies and procedures for school library media centers and for the school.
 - Describe the unique structure, organization, and learning and information needs of students and staff.

Collaborate with teachers to identify and use resources which would address curricular goals.

Incorporate information literacy into instruction.

Explore the roles of school administrators, central administrative staff, teachers, and community in effective school library media programs.

Collaborate with the Media/Technology Advisory Committee, School Leadership Teams and others to plan and implement an effective media program.

Apply knowledge from coursework and research to the management of the school media program.

Identify and describe their areas of strength and areas for continuing improvement.

Demonstrate professional attitudes and effective interpersonal relationships in the work environment.

10. Teaching Strategies: Students will observe effective media programs as well as work in the assigned media center. Students will interview and collaborate with central office staff, school administrators, and teachers in the school to learn how each affects the school media program. Seminars will include class discussion and student presentation of school issues as well as school library practices. The student will be directly supervised by a supervising media specialist or administrator. In addition, observation and feedback from the university faculty supervisor will occur.

11. Evaluation Methods and Guidelines for Assignments:

- A. Attendance at any scheduled seminars. Students will participate in any scheduled seminar classes on selected topics or issues concerning professional development. These sessions may be held at library media centers related to the practicum experience.
- B. The length of time in the library field assignment and course credit for practicum varies with individual student needs and objectives. Minimum time in the field for three (3) semester hours is 120 clock hours or approximately 15 work days full time.
- C. Development of a written date/time schedule, if assigned, for the required minimum time (see Proposed Time Schedule form). When possible, schedule should be submitted to the faculty supervisor and the supervising librarian at least one week prior to beginning assignment.
- D. Students will be asked to keep a field work log of their activities and their impressions of how they are (or are not in some cases) achieving their goals/objectives. The log is to be submitted
- E. Maintenance of communications with both the faculty supervisor and the supervising librarian.
- F. Participation in Blackboard discussions in each of the following areas: School Culture; Teaching and Learning; Information Access and Delivery; Program Administration.

- G. Complete readings and written analysis/discussion in each of the following areas: School Culture; Teaching and Learning; Information Access and Delivery; Program Administration. See Course Outline and bibliography.
- H. Completion of a minimum of 1 interview of a principal and/or another administrator with reflection.
- I. Completion of observations in a minimum of three classrooms including both regular and elective/special classrooms. In a written analysis, compare and contrast styles and methods, and reflect on these observations.
- J. Completion of at least two observations of experienced school library media specialists (minimum two hours each) with analysis. Two different grade levels should be chosen.
- K. Complete an assignment in each of the following areas: School Culture; Teaching and Learning; Information Access and Delivery; Program Administration. See Course Outline checklist.
- L. The supervising librarian on-site will direct and guide the activities of the student on a day-to-day basis. When students are in a situation without a supervising librarian, the principal or his/her designee will supervise the practicum experience.
- M. Students will meet or confer with their faculty supervisor when developing their time schedules and assignments. Students are encouraged to maintain ongoing communication with the faculty supervisor during the practicum experience.
- N. The faculty supervisor will maintain communications on an ongoing basis. A minimum of one visit will be scheduled both to provide opportunities to consult with the student and the supervising librarian and to provide the faculty supervisor an opportunity to observe the student working and teaching in the practicum setting. A checklist of items to be covered during the visit will be provided.
- O. The supervising librarian will assess student success according to the competencies included on the Practicum Evaluation Form or other criteria that may be agreed upon jointly.
- P. Completion of written evaluation and analysis of the overall practicum experience. This is not a description of what the student did, but what was learned over the course of the practicum period.

Grading: Grades are reported as “S” (satisfactory) or “U” (unsatisfactory). “S” grade indicates completion of requirements and submission of documentation including:

- Written log of activities
- Written assignments
- Video tape of teaching with self-analysis
- Evaluation form from supervising librarian

12. Text: Outside readings as assigned.

13. Topical Outline: See Attached.

14. Recommended Text and/or Readings: Recommended readings as assigned.

15. Alignment with State and National Standards: See attached matrix.