

University of Maryland/College Park
College of Information Studies
Fall 2004

LBSC 744: Field Study in School Library Media Programs

INSTRUCTOR: Dr. Ann Carlson Weeks
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CLASS MEETINGS: Saturdays: August 28, September 25 (tentative), October 23,
December 4, December 11

OFFICE HOURS: Wednesdays, 3:00 – 5:00 pm -- and by appointment

TEXT: American Association of School Librarians and Association for
Educational Communications and Technology. *Information Power:
Building Partnerships for Learning*. Chicago and Washington: American
Library Association and Association for Educational Communications
and Technology, 1998.

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, and critically analyze their performance and experiences.

COURSE OBJECTIVES:

- ?? Students will demonstrate the ability to understand and describe the four roles of the library media specialist: teacher, instructional partner, information specialist, 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 the ability 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 cooperate, coordinate and collaborate with classroom teachers and school administrators.
- ?? Students will demonstrate an understanding of the technical and operational aspects of a 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 at least two schools at both the elementary and secondary levels, for a total of 30 days or approximately 180 hours (excluding travel time). Each student must spend a minimum of two weeks (60 hours) working in an elementary school and a minimum of two weeks (60 hours) working in a middle or high school. Decisions about the allocation of the remaining 60 hours, the number of schools, 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. 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 practicum experience.

ASSIGNMENTS:

Throughout the fieldwork experience, numerous documents are to be submitted to the instructor electronically. In addition, all documents – including those submitted electronically – 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 prior to beginning the field experience. This two 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. (Submit electronically and include in portfolio.)

Preliminary 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 will complete during the fieldwork experience. Whenever possible, the project should be collaboratively created, delivered, and evaluated with one or more classroom teachers. 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 Preliminary Planning Document should be submitted electronically before the lesson(s) are initially presented. (Submit electronically and include in portfolio.)

Lesson Plans for Instructional Project: One or more lesson plans from the instructional project are to be included in the portfolio. The lesson plans should follow the format generally used in the school. It is not necessary to include plans for every day of multi-day units; however, at least one lesson plan from the unit must be included in the portfolio. (Include in portfolio.)

Evaluation of the Instructional Project: An evaluation of the instructional project should be included in the portfolio. Whenever possible, this evaluation should be completed in cooperation with the cooperating classroom teacher(s) and/or LMS. Use the template provided. (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. 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 e-mailed on a daily basis to the instructor. The name of the school and the number of the day of the experience must appear in the subject line of the message, e.g. Blair HS – Day 1. The individual entries will not be graded, but must be submitted to meet one of the requirements of the course. The instructor will read each journal entry, and may or may not respond to the student via e-mail. (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. (Include in portfolio.)

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:

- ✍✍be analytical and evaluative;
- ✍✍show strengths and weaknesses of the programs in which the student worked;
- ✍✍include examples of “best practice” and innovative ideas; and
- ✍✍delineate differences between the student’s preliminary expectations and reality.

It is expected that a *PowerPoint* slide show will accompany the oral presentation. A paper copy of the slides is to be included in the portfolio. (Include in portfolio.)

Final Reflective Paper: Each student will prepare and submit a paper that summarizes her/his vision and expectations for an effective school library media program following the field study experience. 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.)

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	10 percent
Experience Log	10 percent
Instructional Project	25 percent
Final Oral Presentation	25 percent
Final Reflective Paper	15 percent
Portfolio Presentation	15 percent

Students are expected to adhere to the University of Maryland’s policies regarding academic integrity.

Experience Log

Name _____

Date	School/County	Number of Hours	Observations	Participation
<i>Ex. 10/11/02</i>	<i>Oak Springs Elementary School/Montgomery County</i>	<i>6 hours</i>	<i>Observed primary classes for stories and book check out; attended 4th grade team meeting; attended all- school faculty meeting.</i>	<i>Presented lesson on the almanac for 5th grade classes; prepared order for fairy tale books; weeded 599 section; pulled materials on Africa for 6th grade teacher; compiled circulation statistics.</i>
<i>10/12/02</i>	<i>Oak Springs Elementary School/Montgomery County</i>	<i>6 hours</i>	<i>Observed 6th grade work on research project; visited 3rd grade classroom of Montgomery County Teacher of the year.</i>	<i>Supervised small groups of 6th grade students working on research project; read stories to three kindergarten classes; checked in new shipment of books.</i>

Preliminary Planning Guide

School:

Teacher(s):

Grade:

Unit of Study:

Time Frame:

Date Project is to Begin:

Content Goals:

Information Literacy Goals:

Objectives (knowledge, skills, attitudes):

Teaching Strategies:

LMS Responsibilities:

Teacher Responsibilities:

Resources:

Class Visits:

Special Activities:

Methods of Evaluation:

Evaluation of Instructional Project

School:

Teacher(s):

Grade:

Unit of Study:

Beginning and Ending Dates:

Content Goals:

Information Literacy Goals:

Objectives (knowledge, skills, attitudes):

Summary of Project:

What worked well?

If you were to teach this unit again, what would you do differently?

What evidence do you have that students met the stated objectives?

What is the most important thing that you learned through this experience?

