

**Guide to LIS 524 Field
Experience and LIS 525
(E, S, P) Practicum and
e-Portfolio**

Library Media Specialist Program

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Table of Contents

	Pages
Guide to LIS 524:	
Introduction.....	3
Eligibility.....	4
Student Obligations.....	4
Professionalism.....	5
Grading Procedures.....	6
Incomplete Grades.....	6
Guide to LIS 525E, 525S, and 525P (Practicums and E-e-portfolio):	
Introduction.....	7
Eligibility.....	8
Professionalism.....	8
Student Teaching Activities Schedule.....	10
Lesson Plans.....	11
Student Teacher - Cooperating Teacher Relationship.....	11
Selection of Cooperating Teachers.....	12
Absences.....	13
Grades.....	13
Student Obligations.....	14
e-portfolio (LIS 525P).....	15
Certification.....	16
NY TPA Commissioner’s Letter.....	18
Policy Concerning Unsatisfactory Student Teaching Performance.....	20
Sample Forms and Letters:	
LIS 524 Field Experience Activity Verification Log.....	21
LIS 525 (E, S, P) Permission to Register Form.....	22
LIS 525 (E, S) Practicum in School Media Center Checklist.....	23
Agreement of Understanding.....	24
LIS 525 Practicum Site Choice Form.....	26
LIS 525 Request Approval from District Letter.....	27
LIS 525 (E, S, P) Approval for School Media Practicum Form.....	28
LIS 525 Email to Cooperating LMS from Course Instructor.....	29
LIS 525 Practicum Student Evaluation Form.....	31
LIS 525 Checklist of School Media Practicum Experiences.....	34

Guide to LIS 524 School Media Center Field Experience

Introduction: LIS 524 School Media Center Field Experience

LIS 524 School Media Center Field Experience course is comprised of authentic-learning experience modules; each module will acquaint the student with the various roles of the library media specialist. These carefully-designed modules align to the American Association of School Librarians (AASL) Standards for school media programs as well as the New York State Education Department's Initial Certification 100 hours of field experience requirement for library media specialists.

Students are required to complete all module activities in collaboration and cooperation of a practicing library media specialist. At least one (1) of the activities must be completed in an elementary school (K-6) and one in a secondary school (6-12) hence, students will need to work with more than one (1) library media center (LMC) and library media specialist (LMS). At least one of the LMCs must serve students with special needs (students with disabilities or in special education programs). A field experience activity-verification form must be signed by the library media specialist (LMS) for each completed module activity. Readings posted on the course website accompany each module. Module activity packets are to be uploaded to the course website which will necessitate the scanning of some documents.

It is the student's responsibility to find library media specialists willing to work with you to complete course activities. Recognize and respect the time constraints of all cooperating library media specialists; allow reasonable time to request working on a module with a SLMS and reasonable time to receive a response.

Learning Outcomes:

By the end of this course, you will:

- Understand and evaluate the educational impact that library media center programs provide through quality facilities, personnel, resources, and instruction;
- Interpret and apply New York State library program standards to the current status of the observed school media programs and centers through the use of professional materials such as the ADA accessibility requirements and the NYS Education Department's School Library Media Program Evaluation Rubric, and ALA/AASL Standards for Initial Preparation of School Librarians: Teaching for Learning, Literacy and Reading, Information and Knowledge, Advocacy and Leadership, Program Management and Administration;
- Collaborate with school media specialists to plan, produce, and present activities encompassing: collection development/evaluation/maintenance, copyright, facilities design, funding, cataloguing, program advocacy, scheduling and reading motivation;
- Examine multi-modal resources available for students with disabilities;
- Describe the Common Core Learning Standards rationale and explain the instructional role the library media program plays in the implementation of the research standards of the Common Core Learning Standards;
- Analyze the impact of school leadership on student learning;
- Determine reading levels of texts;
- Communicate effectively orally and in writing; and
- Develop professional dispositions.

Eligibility

It is recommended that students take LIS 524 School Media Center field Experience with their first 12 credit hours of the Master of Library Science (MLS) program. Students complete the field experience activities in elementary and secondary school media centers. Students are required to document their field experiences, make reflective written responses to readings and activities, and complete carefully designed authentic-learning projects that help students develop a professional repertoire of skills, knowledge, and resources. Students are strongly encouraged to make a repository (digital or print) of the activities in this course for later use in a professional e-portfolio or while employed as a library media specialist. This course fulfills the mandated 100 hours of field experience in preK-12 libraries for NYS Initial Certification.

Student Obligations

Field Experience activities will provide many opportunities to learn, and students must engage productively with all such opportunities. All students should be prepared to make an intensive commitment to complete all required field experience modules/activities. It is the students' responsibility to find library media specialists (LMS) willing to work with them to complete course activities. For help in locating schools, an *Excel* spreadsheet of NYS school districts, their web address, and main phone numbers will be posted to the UBLearns site for this course.

The following list serves as a reminder to student teachers about their obligations to themselves, students, cooperating teachers, school districts, UB, and the profession.

- Adhere to all school and classroom policies and procedures, including the school's code of professional conduct. Failure to adhere to such policies and/or procedures shall constitute good reason for assigning a grade of U (unsatisfactory) for the course and dismissing a student from the initial teacher certification program;
- Maintain confidentiality in conversations about school faculty, staff, and students; inappropriate breaches of confidentiality shall constitute good reason for assigning a grade of U for the course and dismissing a student from the initial teacher certification program;
- Demonstrate professionalism and foundational capacities as described in this *Guide*; unprofessional actions or evidence of a lack of foundational capacities shall constitute good reason for assigning a grade of U for the course and dismissing a student from the initial teacher certification program;
- Report all suspected cases of child abuse and/or neglect to her/his cooperating teacher and/or appropriate school administrator, and your course instructor;
- Check UB e-mail daily;
- Visit the course site on UBLearns regularly;
- Continue to make sure all necessary forms and administrative obligations to LIS are completed or fulfilled as required;
- Sign, date and turn into the LIS 524 instructor the Agreement of Understanding (Standards for Professional Behavior and Dress Code Expectations).

Professionalism

Professionalism comprises a variety of matters related to the ways in which pre-service teachers are expected to approach their field experiences. Although it is often difficult to comprehensively define, teach, and assess professionalism, the following offers some concrete descriptions that set a minimum standard of expected professional conduct.

At the core of professionalism is an approach to one's professional development through reflective practice. This entails critical analysis of one's thoughts and actions and is informed by feedback from others. Only through reflective practice can one gain new knowledge that demonstrates a deep understanding of one's experiences and, specific to the profession of education, of the possibilities regarding processes of teaching and learning. Within the initial teacher certification program, reflective practice is positioned as a connecting thread and pre-service teachers have a myriad of opportunities to develop their skills of critical analysis. Pre-service teachers are expected to engage in reflective practice and thus must recognize their need for development, take the initiative to self-critique, seek out and accept the critique from others, and adjust their thoughts and actions in response to this.

In addition to reflective practice, pre-service teachers are expected to assume independent responsibility for their professional pursuits and to avoid unproductive inclusion of others, including family members, who may interfere with their preparation. The display of a lack of independent responsibility and/or the unproductive inclusion of others will serve as a sign that a pre-service teacher is not ready to engage in professional preparation. Related to this, the sharing of information regarding pre-service teachers' education records will occur in compliance with the Family Educational Rights and Privacy Act (FERPA), which establishes boundaries regarding with whom we are able to share information (for example, we will not converse with family members regarding particulars of your program experience).

As pre-service teachers visit and work in schools, they acquire specific information about students, teachers, and school systems. This information is available for professional development only – there can be no sharing of information outside the professional context. In reacting to what is observed, pre-service teachers are reminded that they have very limited experience in a setting about which they might be tempted to make judgments or generalizations. This means that while they are expected to share their observations and interpretations with other pre-service teachers and their teacher education associates during the field experience course, student teaching, and seminars, such discussions are inappropriate with individuals who are not involved with the Library Media Program (LMP) or in settings where others might misinterpret their comments. Inappropriate sharing of information, including the public representation of students, teachers, and school systems through the Internet and/or other electronic/digital means shall constitute unprofessional conduct.

Pre-service teachers are expected to demonstrate the basic professional competencies expected of practicing teachers, which includes the following: arrive to school in a timely manner; present themselves in a professional manner as related to their dress, personal appearance, and hygiene; and maintain a courteous and respectful relationship with school personnel, students, and

Professionalism Cont.

parents/guardians. Failure to consistently demonstrate these competencies shall constitute unprofessional practice.

Pre-service teachers are reminded that they are guests in the schools and therefore they must follow all applicable school and classroom policies and procedures (including those that may be more restrictive than those of UB; for example, a prohibition of the use of cell phones). A school may refuse entry to a pre-service teacher who has violated a school policy and/or procedure, and depending on the circumstances of the situation, LMP will determine whether a specific case rises to the level of unprofessional practice.

Additional examples of unprofessional conduct include (but are not limited to): disorderly, violent, or threatening conduct (including conduct outside of the school); conduct that endangers the safety, health, or welfare of others (including conduct outside of the school); use of alcohol/drugs during school hours or at school events or preceding school hours/events such that they remain under the influence while attending school hours/events; provision of alcohol/drugs to students, including outside of the school; intimate and/or sexual contact with students; inappropriate social contact with students (including via e-mail, the Internet, text messaging, and/or other forms of electronic/digital communication); explicit violation of students' civil rights; theft, including theft of intellectual property and theft committed via electronic/digital means; as well as an expressed intent, or an encouragement of others to engage in any of the above conduct.

Throughout their program, pre-service teachers are expected to interact with and represent UB faculty, staff, and students in a professional manner consistent with UB policies and in line with the above description of professional conduct. As with instances of unprofessional conduct within schools, unprofessional conduct demonstrated through interactions with and/or representations of UB faculty, staff, and/or students shall constitute unprofessional within the program.

Instances that represent a lack of appropriate professional conduct, including not meeting stated expectations and/or violating prohibited actions, shall constitute good reason for removing a pre-service teacher from student teaching, assigning a grade of U for the LIS 525 practicum course, and/or dismissing a pre-service teacher from the initial teacher certification program.

Grading Procedures

Students must earn an "S" grade in this course in order to be recommended for NYS certification as a library media specialist. An "S" grade is the equivalent of a "B" or better. Proper grammar, spelling, and punctuation are expected. All required work must be completed to receive an "S" grade.

Incomplete Grades

An incomplete grade (I) will be granted upon agreement between student and instructor. Incomplete (I) grades may be given only when the student is passing the class but is unable to complete assigned projects and/or examinations due to illness or other unforeseeable and compelling circumstances.

Guide to LIS 525E, 525 S, & 525P (Practicums and e-Portfolio)

Introduction to LIS 525 (E, S, P) School Media Center Practicum and e-Portfolio

LIS 525 (E, S, P) is the culminating course(s) in the library media program. LIS 525 E is a university-supervised instructional experience consisting of 20 days of student teaching in an elementary library media center (grades preK-6). LIS 525 S is a university-supervised instructional experience consisting of 20 days of student teaching in a secondary (grades 6-12) library media center. LIS 525 P is the creation of a professional e-portfolio (an organized presentation of an individual's education, work samples, and skills). Each section of 525 (E, S, P) is worth one (1) credit hour; each section is required to earn recommendation for New York State teacher certification as a library media specialist from the University at Buffalo.

Course Objective: To provide students an opportunity to integrate theory and coursework into practice by working in a school library media center.

All forms required for LIS 525 (E, S, P) are available from the department website or from the LMP Coordinator.

Steps to completing LIS 525 E or 525 S:

1. Student must be forced registered into each section of LIS 525.
 - a. To be registered students must complete and submit the *LIS 525 Permission to Register Form*, the *LIS 525 (E, S) Practicum in School Media Center Checklist*, and the *Agreement of Understanding* to the Library Media Program (LMP) Coordinator the semester prior to intended enrollment.
 - b. It is recommended that students start the fingerprint process at the same time they submit the *LIS 525 Permission to Register Form* since many school districts now require background checks prior to granting permission for a student to complete a practicum in their schools. (Information on the fingerprinting process is contained within the *Guide to LIS 525 E, 525S, and 525P*).
2. The student is responsibility for locating a school library for a practicum placement.
 - a. Students complete a *LIS 525 Practicum Site Choice* form and turn it in to the course instructor.
 - b. LMP Coordinator sends the site approval person listed on the *LIS 525 Practicum Site Choice* form a letter and form requesting approval for the student to complete a practicum in stated school district.
 - c. School district returns the completed approval form.
 - d. Instructor student notification of approval and emails the *LIS 525 Practicum Student Evaluation Form* to the library media specialist assigned to oversee the practicum.
3. The student completes 20 full school days at the practicum site and the LMS overseeing the student returns the *LIS 525 Practicum Student Evaluation Form* to the or course instructor.
 - a. This process is repeated for the second requested student teaching placement.
4. Students are required to submit a video to the course instructor showing them presenting a lesson during each of their practicum experiences (minimum length of 20 minutes).

Eligibility

In order to proceed with student teaching (LIS 525E, LIS 525S), each pre-service teacher must submit to the LMP Coordinator, a Student Teaching Application during the semester preceding student teaching. This application must be approved prior to the beginning of student teaching (because of the timing of the release of course grades, this review may occur simultaneous with the scheduled start of student teaching and in some circumstances student teaching placement may be cancelled at this time.

In addition to other requirements as described in the Student Teaching Application, the pre-service teacher must have successfully:

- completed all LMS required courses with a grade of B or better;
- have pedagogical requirements completed and transcripts on file;
- have no grades of Incomplete;
- sign, date and turn in to the LIS 525 instructor the Agreement of Understanding (Standards for Professional Behavior and Dress Code Expectations);
- if needed, complete the Certificate of Full-Time Student Status Form for Graduate Students (<http://www.grad.buffalo.edu/forms/students/certfts.pdf>) to defer or attain student loans.

During the student teaching semester, student teachers adhere to the daily schedules and calendars of the assigned schools. Student teachers are to attend all scheduled teaching days, as well as exam and staff development days, and may only miss (1) day for a school emergency closing day. Absences will result in the extension of student teaching during the current semester or postponement to a future semester.

No student teacher will be placed in a school where there is deemed to be a potential conflict of interest. Lack of appropriate transportation is not an acceptable reason for non-completion of program requirements.

Throughout student teaching, an essential priority is the beginning professional development of the student teacher. However, the *leading priority* is the learning of the PreK-12 students. These coexisting dual priorities must guide all actions that occur in preparation for and within the student teaching placements and student teachers must understand that they will have a responsibility for their learning as well as for the creation of an environment that supports the learning of the students in the classroom.

Professionalism

Professionalism comprises a variety of matters related to the ways in which pre-service teachers are expected to approach their field experiences. Although it is often difficult to comprehensively define, teach, and assess professionalism, the following offers some concrete descriptions that set a minimum standard of expected professional conduct.

At the core of professionalism is an approach to one's professional development through reflective practice. This entails critical analysis of one's thoughts and actions and is informed by feedback from others.

Professionalism Cont.

Only through reflective practice can one gain new knowledge that demonstrates a deep understanding of one's experiences and, specific to the profession of education, of the possibilities regarding processes of teaching and learning. Within the initial teacher certification program, reflective practice is positioned as a connecting thread and pre-service teachers have a myriad of opportunities to develop their skills of critical analysis. Pre-service teachers are expected to engage in reflective practice and thus must recognize their need for development, take the initiative to self-critique, seek out and accept the critique from others, and adjust their thoughts and actions in response to this.

In addition to reflective practice, pre-service teachers are expected to assume independent responsibility for their professional pursuits and to avoid unproductive inclusion of others, including family members, who may interfere with their preparation. The display of a lack of independent responsibility and/or the unproductive inclusion of others will serve as a sign that a pre-service teacher is not ready to engage in professional preparation. Related to this, the sharing of information regarding pre-service teachers' education records will occur in compliance with the Family Educational Rights and Privacy Act (FERPA), which establishes boundaries regarding with whom we are able to share information (for example, we will not converse with family members regarding particulars of your program experience).

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Pre-service teachers are expected to demonstrate the basic professional competencies expected of practicing teachers, which includes the following: arrive to school in a timely manner; present themselves in a professional manner as related to their dress, personal appearance, and hygiene; and maintain a courteous and respectful relationship with school personnel, students, and parents/guardians. Failure to consistently demonstrate these competencies shall constitute unprofessional practice.

Pre-service teachers are reminded that they are guests in the schools and therefore they must follow all applicable school and classroom policies and procedures (including those that may be more restrictive than those of UB; for example, a prohibition of the use of cell phones). A school may refuse entry to a pre-service teacher who has violated a school policy and/or procedure, and depending on the circumstances of the situation, LMP will determine whether a specific case rises to the level of unprofessional practice.

Professionalism Cont.

Additional examples of unprofessional conduct include (but are not limited to): disorderly, violent, or threatening conduct (including conduct outside of the school); conduct that endangers the safety, health, or welfare of others (including conduct outside of the school); use of alcohol/drugs during school hours or at school events or preceding school hours/events such that they remain under the influence while attending school hours/events; provision of alcohol/drugs to students, including outside of the school; intimate and/or sexual contact with students; inappropriate social contact with students (including via e-mail, the Internet, text messaging, and/or other forms of electronic/digital communication); explicit violation of students' civil rights; theft, including theft of intellectual property and theft committed via electronic/digital means; as well as an expressed intent, or an encouragement of others to engage in any of the above conduct.

Throughout their program, pre-service teachers are expected to interact with and represent UB faculty, staff, and students in a professional manner consistent with UB policies and in line with the above description of professional conduct. As with instances of unprofessional conduct within schools, unprofessional conduct demonstrated through interactions with and/or representations of UB faculty, staff, and/or students shall constitute unprofessional within the program.

Instances that represent a lack of appropriate professional conduct, including not meeting stated expectations and/or violating prohibited actions, shall constitute good reason for removing a pre-service teacher from student teaching, assigning a grade of U for the LIS 525 practicum course, and/or dismissing a pre-service teacher from the initial teacher certification program.

Student Teaching Activities Schedule

Student teaching situations vary, and therefore the following schedule is a framework for each placement to serve as a guide.

First Week

During the first week, the student teacher should accomplish the following:

- Observe her/his cooperating teacher and students as a means of becoming familiar with the teacher's instructional methods, the library program, and the students' names, personalities, and needs;
- Become familiar with the established routines and environment in the library;
- Become familiar with the curriculum;
- Observe other teachers;
- Assist the cooperating teacher in library activities;
- Work with individual and small groups of students;
- Tour the school building and meet with faculty, administrators, and staff;
- Participate in the school, both curricular and extracurricular, outside of the classroom;
- As appropriate, prepare materials for the library;
- Demonstrate initiative.

Student Teaching Activities Schedule Cont.

First Week Cont.

During this week, the student teacher and cooperating teacher should clarify the plans for the student teacher to assume increasing responsibility of the operation of the library (this does not mean that the cooperating teacher will decrease responsibility; instead, it is expected that student teachers and cooperating teachers share responsibility for the learning environment of the library).

Weeks Two Through Four

During these weeks, the student teacher should assume increasing responsibility for preparing lesson plans and should assume teaching responsibilities for an increasing portion of her/his cooperating teacher's schedule, as determined by the cooperating teacher however, always recognizing that s/he is teaching in a library for which her/his cooperating teacher ultimately has responsibility.

Lesson Plans

Although many experienced teachers do not write detailed lesson plans, it is important for beginning teachers, and especially student teachers, to write detailed lesson plans as a means of organizing their thoughts, to be as prepared as possible to teach and to serve as a catalyst for reflection. For student teaching, abbreviated lesson plans are not acceptable, because a full lesson plan is the best learning tool. Student teachers are to follow the lesson plan format that is recommended by the district in which they are student teaching. If there is no one recommended format, student teachers are to use the lesson plan format provided with the course materials for LIS 525 (E,S,P).

A formal lesson plan is to be submitted to your practicum instructor by the end of the third week of a student teaching placement. A written formal lesson plan is a required e-e-portfolio artifact.

Student Teacher - Cooperating Teacher Relationship

The relationship between the student teacher and the cooperating teacher is a key component in the student teaching experience. Toward the goal of a positive experience is a relationship between the student teacher and cooperating teacher that is communicative, honest, and professional. There are a few points that student teachers should keep in mind throughout their student teaching experience:

- Experiences with cooperating teachers and within schools will vary and are to some extent unpredictable;
- Student teaching is a learning process that will provide many new experiences and all experiences are potential learning experiences;
- The cooperating teacher ultimately is responsible for her/his students and library and the student teacher is a guest in the cooperating teacher's library and in the school;

Student Teacher - Cooperating Teacher Relationship Cont.

- Coursework and pre-student teaching field experiences are important parts in the process of the development of a student teacher, providing a foundation for daily teaching experiences;
- Throughout student teaching, it is the student teacher's responsibility to actively make connections in order to succeed in the student teaching placement;
- Preparation for teaching occurs throughout the school day, but also before and after the school day as well as on the weekends.

In order for the student teaching experience to be successful, it is necessary for student teachers to approach student teaching with a seriousness of purpose and a commitment to do more than perhaps they ever had thought they could. Approaching student teaching in this manner will contribute to the development of a constructive relationship between the student teacher and the cooperating teacher and thus a meaningful student teaching experience. Like all relationships, the relationship between the student teacher and the cooperating teacher is one that requires work to make it mutually beneficial.

Selection of Cooperating Teachers

A Practicum Site Choice Form must be completed for each practicum experience (525E elementary and 525S secondary). You must visit school media centers that you are considering as sites for your practicum experiences. The choice of a site is extremely important. You should select a supervising media specialist with whom you feel you have good rapport. The form can be obtained from one of the instructors or from the UBLearns site for course LIS 525E. Read the Practicum Site Choice Form carefully and follow the instructions. After the form is completed, return it to the DLIS office.

Site Guidelines:

- The supervising LMS must have worked as a certified LMS for three years and have worked in his/her present position for at least one full year;
- The media center can utilize either a flexible or fixed schedule, but collaboration between the LMS and classroom teachers should be present;
- The site may be one that the UB student visited in LIS 524;
- The UB student cannot have any close relatives or friends working in the school. You cannot do a practicum in a school where you work, or are taking a leave of absence, nor can you be paid for the days during which you do your practicum;
- You cannot substitute for the supervising LMS during your practicum;
- You may not begin a practicum experience until an official approval letter from the school district has been signed, and returned to the Department by the Site Approval Person.

When the completed Site-Choice form is returned to the DLIS office, the department will send a letter to the school district to request approval for your practicum placement. After the approval letter from the school district is received in the DLIS office, you will be contacted via email and may begin your practicum.

Absences

When the completed Site-Choice form is returned to the DLIS office, the department will send a letter to the school district to request approval for your practicum placement. After the approval letter from the school district is received in the DLIS office, you will be contacted via email and may begin your practicum.

Student teachers cannot be used as substitute teachers (a certified substitute teacher must be present in the absence of the cooperating teacher), however, the student teacher may teach in the presence of a substitute teacher. If the cooperating teacher is going to be absent for longer than 3 days, the student is to contact the practicum supervisor. Such an extended absence may require that the practicum student put the practicum on hiatus until the return of the cooperating teacher.

If the student teacher is going to be absent, s/he must contact the cooperating teacher and LMP prior to the absence; the absence must be made-up by the student. One snow day is the only excused absence. Student teachers are to arrive to the school by the time that their cooperating teachers are required to arrive and are to leave no earlier than the time their cooperating teachers may leave.

Grades

Grades for 525E and 525S student teaching practicums are an S (satisfactory, having earned a grade of B or better) or U unsatisfactory. A grade of U in the first placement will prohibit the student teacher from proceeding to a second placement.

A grade of I is rarely assigned and only in a case-by-case manner according to the UB Graduate School policy, which is as follows: A grade of incomplete may be given only in those instances in which the student has not been able to complete all the assigned projects and/examinations in a course due to illness or other unforeseen and compelling circumstances. Incompletes are not available to students who have not satisfactorily completed the other academic requirements of the course.

Grades for a student teaching placement cannot be entered until the LMP has received signed copies of the cooperating teacher's Practicum Student Evaluation Form. It is the collective responsibility of the student teacher, and cooperating teacher to ensure that all required evaluations are submitted to the course instructor or the DLIS office.

Prior to student teaching, each student teacher must:

- Read and be familiar with the contents of this *Guide*;
- Contact and meet with her/his cooperating teacher(s) in order to obtain schedules, receive any pertinent materials, and plan the upcoming experience;
- Become familiar with the school's policies and procedures;
- Be knowledgeable of the applicable New York State learning standards and curriculum; Consider a classroom management plan to implement and appropriately adjusted during the placement.

Grades Cont.

During student teaching, each student teacher must:

- Demonstrate dispositions of a high quality educator, including, but not limited to, the following:
 - take initiative (do more than "just get by") and appropriate risks (do more than what feels familiar and easy);
 - be open to critique and adjust in response to the provided critique; plan, but be flexible and creative when faced with unanticipated events;
 - take responsibility for her/his learning and for the learning of her/his students;
 - be communicative and express concerns in a productive manner; respect diversity and work equitably with others. ***Failure to demonstrate the above dispositions shall constitute good reason for removing a student teacher from a placement, assigning a grade of U for the placement, and dismissing a student teacher from the initial teacher certification program;**
- Be on time for each school day and to any after school events. At minimum, work the same hours as her/his cooperating teacher; not arrive after or leave before her/his cooperating teacher. Failure to be timely in all work associated with student teaching shall constitute good reason for removing a student teacher from a placement, assigning a grade of U for the placement, and dismissing a student teacher from the initial teacher certification program;
- Adhere to the calendar of the assigned school (including all schedule revisions) and follow the school's vacation schedule, not that of UB;
- Attend in-service meetings, staff meetings, open houses, and similar events that her/his cooperating teacher(s) attend(s).

Student Obligations

Student teaching will provide many opportunities to learn, and student teachers must engage productively with all such opportunities. All student teachers should be prepared to make an intensive commitment during the fulltime student teaching semester that is required to complete the initial teacher certification program.

The following list serves as a reminder to student teachers about their obligations to themselves, students, cooperating teachers, school districts, UB, and the profession. Please note, although the following is a detailed list, it is not an exhaustive list; additional responsibilities may be required.

- Prepare a lesson plan for each lesson taught, to be reviewed by her/his cooperating teacher and course instructor;
- Video tape a lesson in each practicum setting to be used as a tool for reflection, professional development, and include in the LMS required e-e-portfolio;
- Maintain a daily log of activities;
- Enter (on UBlearns course site) weekly reflective journal entries that discuss your practicum experience for the week; In the event of an absence, which may occur only for substantial personal illness or other emergency reasons, contact her/his cooperating teacher as far in advance as possible;

Student Obligations Cont.

- Adhere to all school and classroom policies and procedures, including the school's code of professional conduct. Failure to adhere to such policies and/or procedures shall constitute good reason for removing a student teacher from a placement, assigning a grade of U for the placement, and dismissing a student teacher from the initial teacher certification program;
- Maintain confidentiality in conversations about school faculty, staff, and students; inappropriate breaches of confidentiality shall constitute good reason for removing a student teacher from a placement, assigning a grade of U for the placement, and dismissing a student teacher from the initial teacher certification program;
- Demonstrate professionalism and foundational capacities as described in this Guide; unprofessional actions or evidence of a lack of foundational capacities shall constitute good reason for removing a student teacher from a placement, assigning a grade of U for the placement, and dismissing a student teacher from the initial teacher certification program;
- Be familiar with the Practicum Student Evaluation Form to be completed by the cooperating teacher;
- Report all suspected cases of child abuse and/or neglect to her/his cooperating teacher and/or appropriate school administrator, and your course instructor;
- Understand that student teaching (525E and 525S) and the e-e-portfolio (525P) are the primary responsibilities during the student teaching semester. Therefore, the LMP strongly encourages student teachers not to enroll in any courses, not to be employed, and not to be involved in university extracurricular activities;
- If a problem arises during student teaching, discuss this first with her/his cooperating teacher and/or your course instructor as appropriate;
- Check UB e-mail daily;
- Continue to make sure all necessary forms and administrative obligations to LIS are completed or fulfilled as required;
- Maintain communication with your advisor and the Department of Library and Information Studies, and follow all procedures and policies, including the filing of appropriate forms relevant to her/his degree.

e-Portfolio (LIS 525P)

Students create a professional e-e-portfolio consisting of items (artifacts) from their coursework and practicum experiences. The purposes of the e-portfolio are:

- (1) to document your growth throughout your courses;
- (2) to demonstrate your mastery of professional knowledge and skills and how you will use those skills as a LMS;
- (3) to reflect on the selection of the items in the e-portfolio and on your professional growth;
and
- (4) to indicate the areas of proposed future professional development.

The e-portfolio must contain only the specified number of items (artifacts) listed in the course syllabus. Reflective pieces (artifacts) are to be a minimum of two pages. Reflections are to discuss what students learned about the process of completing assignments and how they will use the knowledge gained once employed to better service the school community and improve student learning.

e-portfolio (LIS 525P) Cont.

Items may not be included in more than one category. None of the artifacts should have grades or corrections on them (corrections that may have been noted by coursework instructors should be made, but include fresh copies of the artifacts in your e-portfolio).

The e-portfolio must be submitted electronically on a well-designed Web page for which you provide the instructors the URL address and password.

The e-portfolio is evaluated on the appropriateness of the items to demonstrate the specified content areas, the quality of the items in the e-portfolio, demonstration of critical thinking in reflective comments, the professional appearance of the e-portfolio, and adherence to the due date. The e-portfolio (525P) will be graded as S satisfactory or U unsatisfactory.

NYS Certification

Students are recommended to the TEACH System for NYS Initial Certification, Library Media Specialist, by the University upon completion of all academic requirements and degree conferral. Certification dates in NYS are February 1, June 1, and September 1 of each calendar year.

It is the responsibility of the student to submit proof of attaining all non-academic requirements to the NYS Department of Education through the online NYS TEACH System <http://www.highered.nysed.gov/tcert/teach/>.

Information Resource for Non-Academic Requirements (*June 2014 Graduates*):

- Fingerprinting information: <http://www.highered.nysed.gov/tcert/ospra/fpprocess.html>
- edTPA
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Speciality test (CST)
- Child Abuse Identification Workshop: <http://www.highered.nysed.gov/tcert/certificate/ca.html>
- School Violence Prevention and Intervention Workshop: <http://www.highered.nysed.gov/tcert/certificate/save.html>

For more information on the new tests, go to New York State Testing Program Update: http://www.nystce.nesinc.com/NY_annProgramUpdate.asp

NYS Initial Certification Process:

- Student must create personal accounts in the TEACH System: <http://www.highered.nysed.gov/tcert/teach/>. A tutorial is available at: <http://www.highered.nysed.gov/tcert/teach/selfreg1.html>
- Student must apply for an Initial Certificate using this data:
 - You attended an Approved New York Teacher Certification Program

NYS Certification Cont.

NYS Initial Certification Process

- Award title: Master of Library Science
 - Program Code: 25719 – Library Media Specialist
 - Area of Interest: Classroom Teacher
 - Subject Area: Library Science
 - Grade Level: PreK-12 – All grades
 - Title: Library Media Specialist
 - Certificate: Initial Certificate
- Student must submit payment to TEACH System.

NYS Professional Certificate:

Description: The advanced-level certificate for classroom teachers. Validity: Continuously valid with completion of required professional development hours on a five-year professional development cycle. <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>



March 23, 2012

Dear Colleagues,

I am excited to provide you with a brief update on an important policy decision. As you know, since late 2009, when the Board of Regents directed the Department to implement a performance assessment for initial teacher certification, we have been working with Pearson to develop an assessment. At the Board's meeting earlier this week, it was announced that the Department will instead implement a multi-state Teacher Performance Assessment (TPA) developed by Stanford University that has recently become available through Pearson. The policy memo is posted at this link:
<http://www.regents.nysed.gov/meetings/2012Meetings/March2012/312hed5.pdf>

The TPA is a joint project of Stanford University, the American Association of Colleges for Teacher Education (AACTE), the Council of Chief State School Officers, and a group of more than 20 states known as the Teacher Performance Assessment Consortium (TPAC). The National Council for Accreditation of Teacher Education (NCATE) has endorsed the TPA, and NCATE's Blue Ribbon Panel on Clinical Preparation has published a report supporting the TPAC model. As many of you know, Linda Darling-Hammond and Ray Pecheone, both professors at Stanford's School of Education, have led the development of the TPA with Stanford Center for Assessment, Learning and Equity (SCALE) staff. The TPA is modeled after previous performance based assessments of teaching, including the National Board for Professional Teaching Standards, InTASC, and the Performance Assessment for California Teachers. National design teams composed of teacher education faculty have provided valuable advice on the development of the TPA.

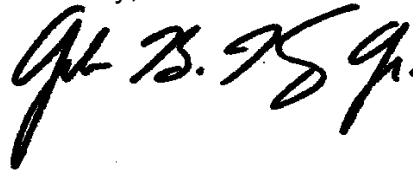
One advantage of adopting the TPA model is the intended multi-state administration, which would provide a large data set to benchmark New York against other states—both at the outset, when we set passing scores for initial certification, and in the future, as we monitor the effectiveness of certification policies in practice. Institutions in 26 states (including New York) and the District of Columbia are currently field-testing the TPA. New York institutions will have an additional opportunity to participate in field trial of the TPA during the 2012-13 academic year, at no cost to candidates. The TPA field test website (tpafieldtest.nesinc.com) serves as a valuable resource even for those not participating in the field test, including information on the TPA program and current field test materials, instructions to candidates and faculty, confidentiality information, policies, and frequently asked questions. In many respects, the TPA is very similar to the performance assessment that NYSED pilot- and field-tested in New York in 2010 and 2011, so faculty that participated in those trials will see much that is familiar in the TPA tasks and electronic platform.

The TPA is Common Core-aligned and specifically designed to assess practice-based skills proven to have a positive impact on student achievement. The rubrics for scoring the TPA are aligned with NYS Teaching Standards and the InTASC standards.

There is no significant change to the implementation timeline discussed at the February 2012 Board of Regents meeting as a result of this decision (see <http://www.highered.nysed.gov/tcert/certificate/certexams12012.html>). Stanford and Pearson will disseminate assessment handbooks and rubrics to IHEs in spring 2012. The assessment will be available for formative use during the 2012-13 academic year and will be required for candidates applying for initial certification on or after May 1, 2014.

Finally, there are a number of online resources for the TPA program that you may access and begin to explore immediately. For example, TPAC Online is a web-based community hosted by AACTE for TPA participating states and programs. TPAC Online includes discussion forums, examples and suggestions from institutions implementing the TPA, research articles and state-oriented groups. We encourage your faculty to take advantage of the resources and discussion available at TPAC Online by becoming members. To join, contact tpac@aacte.org for registration assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "John B. King, Jr.", written in a cursive style.

John B. King, Jr.
Commissioner

Policy Concerning Unsatisfactory Student Teaching Performance

The Library Media Program (LMP) at the University at Buffalo is responsible for the governance of the initial teacher certification program as related to student teaching (as well as the preceding field experience and accompanying seminar in teaching). Should a 525 (E,S) student teacher's performance be deemed U (unsatisfactory)*, the typical process is as follows (certain situations may require deviation from the indicated sequence of events):

- LMP retains the right to remove a student teacher from the placement at any time;
- Should the student teacher lack sufficient teaching skills to receive a passing grade as determined by her/his cooperating teacher and/or the LMP course instructor, as applicable to the given situation, the student teacher shall have a conference with the LMP Coordinator and Director;
- The student teacher will be informed by LMP Coordinator of its decision about how to proceed, including, but not be limited to, the following possible options:
 - The student teacher will be encouraged to drop or resign from student teaching;
 - Student teaching may be extended beyond the scheduled completion date;
 - The student teacher may be assigned a grade of U for the placement;
 - The student teacher may be dismissed from the initial teacher certification program.
- Should a student teacher wish to repeat student teaching after dropping, withdrawing, being removed, or failing due to unsatisfactory student teaching performance, the student teacher must meet with the LMP Director, Coordinator of the LMP, and/or the Associate Dean for Teacher Education. This group will determine if repeating is possible and, if so, will outline an individual program designed to address the deficiencies previously demonstrated.

* Typically, such determinations are made during a placement; however, if new information is brought to the attention of LMP personnel after a placement has ended (including after a grade has been submitted) and this new information supports the assignment of a grade of unsatisfactory, a student teacher's performance may be deemed unsatisfactory retroactively. The length of time allowed for the completion of the designated remediation program and reapplication for student teaching shall be left to the discretion of LMP. Such a program may include, but not be limited to, the following:

- Personal and/or career counseling;
- Workshops;
- Coursework;
- Fieldwork;
- Directed independent study.

Successful completion of the entire remediation program is a prerequisite to reapplying to student teach in a future semester, and if it is determined that the student teacher is unwilling to or incapable of successfully completing the designated remediation program, the student teacher may be dismissed from the initial teacher certification program.

The student teacher has the right to appeal a grade and/or a recommendation for removal from the initial teacher certification program according to policies and procedures established by the Graduate School of Education.



University at Buffalo
The State University of New York

Department of Library and Information Studies
Graduate School of Education

LIS 524 - Field Experience Activity Verification Log

Student Name: _____

Student Email: _____

Thank you for agreeing to allow a University at Buffalo school library media specialist student complete activities in your school library media center. The student is completing an assignment for LIS 524 School Media Center Field Experience, which is generally the student’s initial course in school media. In addition to activities in the media center, the student may want to ask you some basic questions about your media center, dealing with scheduling, support staff, collaboration, teaching of library skills, resource-sharing, budget, administrative support, professional development, and library advisory committees. The student is required to complete 50 hours of focused activities at a variety of schools so we ask that you please sign in the appropriate sections of the table below as verification that the student completed the assigned tasks for your LMC. The student will turn the form into their instructors. Please feel free to make a copy of this form if you would like one for your records. Again, we express our sincere thanks to you. If you have any questions or concerns, please do not hesitate to contact Sue Janczak or Aimee Levesque at (716) 645-1480.

Module	School Phone #	LMS Signature	Date Module Completed
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
14			

LMS Name: _____

School: _____

School’s Grade Levels _____

LMS E-Mail: _____

Does your LMC serve students with disabilities? _____

PERMISSION TO REGISTER FORM
LIS 525 (E, S, P) School Media Center Practicum

You may not begin either of your 20-day practicums until an approval letter has been signed and returned to the DLIS office.

You must have completed all required library media specialist courses or be in their final semester, have a 3.0 G.P.A. and have no "incompletes." You must have your pedagogical core courses completed with transcripts on file. You must sign, date, and turn in to the LMP Coordinator the Agreement of Understanding: Standards for Professional Behavior and Dress Code Expectations and LIS 525 (E, S) Practicum in School Media Center Checklist.

Student Name _____ UB Person # _____

Social Security # _____ Date of Birth _____

Home Address _____

Email Address _____ Phone # _____

Credit Hours: _____ 525E _____ 525S _____ 525P

Semester: (*fill in year*) Fall _____ Spring _____

I understand the requirements for registration for LIS 525 and I authorize the Department of Library and Information Studies at the University at Buffalo to use my social security number and any other information pertaining specifically to teacher certification recommendation on the New York State Education Department's Office of Teaching Initiatives, TEACH website.

Student Signature _____ Date

I grant permission for this student to register for the course during the semester listed above.

SLMS Coordinator Signature _____ Date

LIS 525 (E, S) Practicum in School Media Center Checklist

- I have signed, completed, and turned into the LMP Coordinator the Permission to Register form
- I have met all pedagogical requirements
- I have completed all prerequisite LMP courses LIS 524, 532, 568, 585
- I have no grades of incomplete
- My Plan of Study is on file
- My GPA is at least 3.0
- I am aware that I must take and pass the edTPA, EAS, ALST, and CST exams as well as the Child Abuse Identification Workshop and School Violence Prevention and Intervention Workshop seminars to receive Initial Certification in NYS
- I have been completed the fingerprinting process
- I understand that I must do two 20-day practicums, one at the elementary level and one at the secondary level
- I understand that I must complete a professional e-e-portfolio (LIS 525P) to graduate
- I understand that a practicum cannot start until the approval form that the LIS office sends to your approved school is returned to the LIS office
- I have read the *Guide* to LIS 525E, 525S, and 525P (Practicums and E-e-portfolio)
- I have signed and turned in to the LMP Coordinator the Agreement of Understanding: Standards for Professional Behavior and Dress Code Expectations
- I am aware that I must apply and pay for certification through the NYS Teach System

Student Signature

Date

Agreement of Understanding
Standards for Professional Behavior and Dress Code Expectations
Department of Library & Information Studies

Professional Behavior/Demeanor

Display an eagerness to actively learn and a willingness to seek out new experiences. Professionals share leadership responsibility and should not wait around to be told what to do or think.

Clearly identify yourself to others in the school community. Proceed with an attitude that all students will learn.

Respond professionally to feedback.

Use appropriate written and oral communication respectfully and truthfully and in the appropriate forum (i.e., avoid use of profanity, slang, and communication structures considered too casual or informal). Answer phone calls/email in a timely and courteous manner.

Carefully prepare for all lessons/classes for which you are responsible, consulting your cooperating teacher and/or supervisor.

Avoid absences unless you encounter an emergency (e.g., flat tire on the way to site) or have a legitimate illness (e.g., running a high temperature or vomiting). In such cases, you need to contact site personnel and your supervisor immediately.

Arrive early and leave only after consulting with cooperating teacher unless prearranged. Be on time for meetings and appointments.

Maintain a professional relationship with students, staff, parents, and cooperating teacher. Treat people with dignity and respect.

Follow and uphold all school rules, including those regarding drug and alcohol use and sexual harassment, DLIS expectations, and legal requirements or obligations.

Demonstrate respect for colleagues, administrators, parents and students and their differing opinions, backgrounds, abilities, and feelings.

Respect the confidentiality of students, colleagues, and parents in written work and in the public arena.

Communicate regularly with your cooperating teacher and DLIS supervisor, use them as a resource and contact them immediately when problems arise.

Use the Internet and social networking to your advantage. Convey a professional image and highlight your communication skills and creativity.

Maintain composure at all times.

- Be careful: Do you want the school community to see those revealing photos or questionable jokes? Are you advertising your participation in inappropriate behaviors or events?
- Be discreet – Consider setting your profile to “private” so that a limited number of people have access to it.

Agreement of Understanding Cont.

Professional Behavior Glossary

Presentable: Presentable means showing up for work groomed and dressed in a way that is attractive without being distracting. In face-to-face situations, one's physical appearance is almost always the first indication of "professionalism" that others judge.

Reliable: Reliable means consistently performing one's work, and delivering results, in an effective manner. A reliable person also is accurate about how much work he or she can actually accomplish in the projected timeframe.

Conscientious: Conscientious means doing high quality work in order to satisfy an internalized value that one's work should be done with attention to excellence. A conscientious professional takes pride in all of his or her jobs, not merely those that will receive the most notice or the highest remuneration.

Nonjudgmental: Nonjudgmental means that one is not prone to arrive at conclusions so swiftly that relevant information is not considered, or that possible misunderstandings are never probed.

Professional Appearance

General guidelines for dress and appearance: Teachers, like other professionals, gain respect from their constituents partially through appearance. A neat and clean appearance is required at all times. Clothing choices should meet or exceed the standards of your school placement's dress code. All clothing is to fit properly (neither too tight nor oversized and sagging) and provide a modest covering (avoid sheer fabrics, plunging necklines, and styles that do not cover mid sections or undergarments).

Specific guidelines (unless stated more stringently by school placement):

Grooming: Hair and nails should be clean and neat with attention given to bodily odors. Men must appear clean-shaven, with trimmed beards.

Body piercings: Other than ears and those with religious significance, body piercings may require the approval of the building principal.

Tattoos: Should be covered unless permission to allow them to be seen is granted by the principal.

Footwear: Shoes should be comfortable and clean (e.g., no beach footwear or tattered cross trainers).

Jeans and sweat pants: Jeans, sweat pants, yoga pants and loungewear are not professional attire.

Questionable wording: Garments containing obscene, offensive, or gang-related messages, or references to products that are illegal to minors are not professional attire.

Good choices for Men:

Collared shirts tucked in, turtlenecks, and sweaters. Some districts expect a shirt and tie. Khaki pants, corduroy or cotton/permanent press pants.

Good choices for Women:

Sweaters, collared shirts, turtlenecks/crew necks, casual skirts (denim is fine here) of adequate length to enable bending over and sitting on the floor when necessary. Khaki pants, cotton or corduroy pants.

I have read and understand the above stated expectations and agree to follow them while completing my field experiences through the Department of Library and Information Studies at the University at Buffalo.

Student Signature _____ Date _____

LIS 525 Practicum Site Choice

Student Name _____ Student Email _____

Semester/Year _____ UB Person # _____

Practicum Placement: _____ Elementary _____ Secondary

You may not begin either of your 20-day practicums until an approval letter has been signed and returned to the DLIS office.

You must have completed all required school library media specialist courses, have a 3.0 G.P.A. and have no “incompletes.” You must have your pedagogical core courses completed with transcripts on file.

The supervising LMS must: have worked as a certified LMS for three years; and have worked in his/her present position for at least one full year. The media center can utilize either a flexible or fixed schedule, but **collaboration between the LMS and classroom teachers should be present**. The site may be one that the UB student visited in LIS 524.

The UB student cannot have any close relatives or friends working in the school. You cannot do a practicum in a school where you work, or are taking a leave of absence, nor can you be paid for the days during which you do your practicum. You **cannot substitute** for the supervising LMS during your practicum.

All information below needs to be **completed and returned** to the course instructor. The form may be faxed to (716) 645-3775. The supervising media specialist should be able to help provide the information relating to the Site Approval Person. This person may vary from one school district to another.

When this completed form is returned, the department will send a letter to the school district to request approval for your practicum placement. After the approval letter from the school district is received, you will be contacted via email. **You may then start your practicum.**

Anticipated Start Date:			
School Name:			
School Street Address:			
School City and Zip Code:			
School Telephone & Fax:	Phone	Fax	
Supervising LMS:			
LMS Signature:			
LMS Home Address:			
LMS City State Zip:	City	State	Zip
LMS E-mail:			
Building Principal:			
Name of Site Approval Person:			
Approval Person Job Title:			
Approval Person Street Address:			
Approval Person City & Zip:			
Approval Person Phone #:			Fax

April 17, 2012

School Address

Dear

STUDENT NAME is a student in the School Library Media Program at the University at Buffalo and needs to complete a student teaching practicum in a school media center during the FALL 20XX semester. This student would like to student teach under the direction of LMS NAME; therefore, UB would like to request a practicum agreement with your district.

The purpose of this practicum is to provide students with practical experience in a school library media center. UB practicum students have completed most of their course work and are ready to take part in instructional and administrative activities. Practicum students are encouraged to attend departmental and faculty meetings and become involved in school activities.

A schedule should be worked out mutually between the student and supervising media specialist. The student will need to complete 20 full school days or 40 half-days. A University supervisor will be overseeing the student during the practicum and may make a visit to the school on one of the practicum experience days.

UB is in need of official approval from your school or the school district for this student to complete a practicum. If the practicum meets with your approval, please sign the enclosed form and return it to Silvia Lloyd at the address indicated or fax it to 716-645-3775. UB greatly appreciates your approval and the cooperation of the supervising school media specialist in helping provide a beneficial practicum experience in school media librarianship for one of our University at Buffalo students. If you have questions, please do not hesitate to contact one of us.

Sincerely,

Dr. Silvia Lloyd
Library Media Program, Acting Director
(716) 645-1488
547 Baldy Hall, Buffalo NY 14260-1020

APPROVAL FOR SCHOOL MEDIA PRACTICUM

Approval is granted for _____ to participate in a
school media practicum at: _____ Student Name

SCHOOL NAME

SCHOOL ADDRESS CITY STATE ZIP

SCHOOL DISTRICT

NAME OF PERSON GRANTING APPROVAL TITLE

Name of supervising school library media specialist: _____

Please return this form via fax to (716) 645-3775 or with the enclosed self-addressed envelope to: Dr. Silvia Lloyd, Department of Library and Information Studies, University at Buffalo, 547 Baldy Hall, Buffalo, NY 14260-1020.

Email to Cooperating LMS (from course instructor)

Thank you for agreeing to have a practicum student. The Department of Library and Information Studies (DLIS) is looking forward to working with you and obtaining feedback on the student's progress toward certification as a library media specialist in New York State.

Attached is a copy of the evaluation form that needs to be sent via mail, fax, or email to me, the course instructor, at the end of the student's practicum experience. It will provide you with some guidelines regarding the competencies that students are expected to experience in their practicum. A checklist of duties that will be helpful to providing a rich experience for the student is also attached.

The minimum length of a practicum is 20 days. The student may complete the practicum by attending half days (40 days) or a combination of full and half days as long as the required length of time is completed. The student is not allowed to act as a substitute in your absence, but if you are not able to attend one day, the student may work with a hired substitute. If your absence is longer than one day, please contact the student so the student can arrange to continue the practicum days when you return from your absence.

The student should be exposed to a variety of professional experiences during the practicum. It is suggested that you meet with the student to determine areas in which the student needs more experience. If the student does not have teaching experience, it is recommended that a large number of hours be spent in this area. You are also encouraged to provide the student with ongoing informal evaluations during the practicum.

Although a visit to your media center is desired, it will most likely not be possible due to the student's placement location. If a University supervisor makes a visit, he/she would like to be able to see the student teach a lesson in order to provide some feedback to the student. The University supervisor will need to meet briefly with the student during the visit. If it is possible the University supervisor would also like to meet with you. Students must produce a 15-minute (minimum) video of them teaching a lesson to a group of students; the student is responsible for submitting the video to his/her University supervisor.

The library media students at the University at Buffalo (UB) are required to complete two 20-day practicum experiences (one at the elementary level and one at the secondary level). These practicum requirements for certification make it possible for DLIS to offer supervising school library media specialists a choice of a \$250 tuition credit or a \$200 cash stipend **after the SLMS has supervised two UB students**. Additional information regarding the stipend will accompany your DLIS thank you letter at the end of the academic semester.

Please contact one me if you have questions or concerns. If you have serious concerns about the student or think a visit is needed, contact me as soon as possible.

Thanks again for being willing to share your knowledge and expertise with a UB library media student.

Sincerely,

Silvia Lloyd

Acting LMP Director and LIS 525 School Media Center Practicum Instructor

Graduate School of Education

smlloyd@buffalo.edu

(716) 645-1488

LIS 525 Practicum Student Evaluation Form

Student Name _____

Supervising Media Specialist _____

School Name _____ School Phone _____

School Address _____

School Enrollment _____ Grade Level of Students _____

University Supervisor _____

Semester _____ Year _____ Practicum Dates _____

Number of Days Absent _____ Number of Days Tardy _____

This evaluation requires both narrative analysis and numerical ratings of the practicum student's professional and instructional competencies, as well as personal characteristics.

Performance in each area is rated as:

- 5 = outstanding Exceeds expectations in demonstrating competencies consistently and with a high degree of independence in all areas.
- 4 = above average Exceeds expectation in demonstrating competencies.
- 3 = satisfactory Meets expectations in demonstration of competencies.
- 2 = unsatisfactory Additional attention needed in order to meet expectations in demonstration of competencies.
- 1 = not applicable or not able to observe

Personal and Professional Characteristics:

- 1 2 3 4 5 1. Works cooperatively and effectively with faculty and staff.
- 1 2 3 4 5 2. Follows established procedures/school rules including attendance and punctuality.
- 1 2 3 4 5 3. Exhibits initiative and resourcefulness.
- 1 2 3 4 5 4. Exhibits poise, dependability, and professional appearance.
- 1 2 3 4 5 5. Assumes responsibility.

- 1 2 3 4 5 6. Responds positively to constructive suggestions and feedback.
- 1 2 3 4 5 7. Exhibits professional attitude and commitment to school media librarianship.
- 1 2 3 4 5 8. Communicates clearly and effectively and uses appropriate grammatical constructions and spelling conventions.
- 1 2 3 4 5 9. Exhibits adaptability and flexibility.

Professional Competencies :

- 1 2 3 4 5 1. Demonstrates an understanding of the role of the school library media program in the instructional program of the school.
- 1 2 3 4 5 2. Demonstrates a knowledge of techniques for collection development and maintenance (e.g., needs assessment, selection of materials, weeding).
- 1 2 3 4 5 3. Demonstrates familiarity with basic selection tools and aids.
- 1 2 3 4 5 4. Demonstrates familiarity with reference materials, both print and electronic.
- 1 2 3 4 5 5. Demonstrates knowledge of how to organize materials for full access, including cataloging, processing, and circulation.
- 1 2 3 4 5 6. Demonstrates knowledge of literature (both fiction and nonfiction) appropriate to the school setting.
- 1 2 3 4 5 7. Demonstrates a working knowledge of technologies appropriate to the library media center.

Instructional Competencies:

- 1 2 3 4 5 1. Establishes and maintains rapport with students.
- 1 2 3 4 5 2. Treats all students in a fair and equitable manner.
- 1 2 3 4 5 3. Promotes student interest, attention, and participation.
- 1 2 3 4 5 4. Collaborates with teachers in planning lessons and activities into which library and information skills are effectively integrated.
- 1 2 3 4 5 5. Creates situations that require students to synthesize, apply, compare, analyze, and evaluate information.
- 1 2 3 4 5 6. Provides clear and coherent explanations.
- 1 2 3 4 5 7. Uses a variety of instructional methods.

1 2 3 4 5 8. Together with classroom teachers, uses appropriate assessment procedures to determine student progress and subsequent instruction.

1 2 3 4 5 9. Assists students and teachers in the use of technology to access information.

Additional Comments :

Please summarize any strengths and weaknesses exhibited by the practicum student.

Sample Form

I recommend a passing grade for this practicum.

Signature of Supervising Library Media Specialist

Date

E-mail Address of Supervising Library Media Specialist

CHECKLIST OF SCHOOL MEDIA PRACTICUM EXPERIENCES

The LIS 525 practicum student practices the skills learned in the library media specialist program; students gradually assumes responsibility for instruction, library management and related duties under the direct supervision of a certified library media specialist.

Teaching for Learning

- Collaboration with other professional staff to support instruction through library services
- Familiarity with the scope and sequence of information literacy skills and the Common Core Learning Standards
- Experience with curriculum mapping and instructional management systems used to record student progress
- Instruction of individuals, small groups, and whole class groups in the use of the library media center
- Awareness of diverse learning styles and teaching methods

Literacy and Reading

- Familiarity with age-appropriate, award-winning, and theme-based literature
- Reader's advisory
- Story telling
- Book talks

Information and Knowledge

- Awareness of the network environment, Internet filters, and use of other current and emerging technologies in that school
- Use of available databases
- Cataloging and classification of various formats
- Preparation of bibliographies and other resource lists
- Familiarity with legal guidelines and professional ethics including: Internet acceptable use policies, copyright and fair use, collection development policy and reconsideration procedure, circulation procedures
- Selection and acquisition of materials
- Interlibrary loan and resource sharing

Advocacy and Leadership

- Attend school and district professional meetings
- Preparation of exhibits, displays, learning centers and other instructional media
- Awareness of local librarian groups and associations

Program Management and Administration

- Experience in scheduling activities, classes, and independent users
- Participation in administrative functions including: development of LMC procedures, preparation of library media center reports and publicity, proposal or grant writing, budget preparation and accounting procedures.
- Ordering, processing, maintenance and repair of materials and equipment
- Experience working with aides, assistants, and volunteers
- Planning techniques (short and long-range)