“The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. The school library media specialist (SLMS) empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.”

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Introduction to Internship

Prerequisites for LSSL 5366 Library Internship:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5330</td>
<td>Collection Development</td>
</tr>
<tr>
<td>5332</td>
<td>Organization of Collections</td>
</tr>
<tr>
<td>5334</td>
<td>Information Services and Resources</td>
</tr>
<tr>
<td>5337</td>
<td>School Library Media Center Administration</td>
</tr>
<tr>
<td>5360</td>
<td>Literature for Children</td>
</tr>
<tr>
<td>5370</td>
<td>Instructional Design and Library Media Production</td>
</tr>
<tr>
<td>5385</td>
<td>Literature for Young Adults</td>
</tr>
</tbody>
</table>

At the beginning of your internship experience, you should be ready to put your knowledge into practice in the real world of school librarianship. This is an exciting time for you in your studies. We hope that you enjoy the experience. Prior to beginning your internship, there are several things that you will need to do. First, you must complete the application for internship.

Formal application for internship should be made the semester prior to and during which you plan to register for LSSL 5366 Library Internship. At any time during this process you need help or have questions about the application process, please contact the Internship Coordinator of the Department of Library Science. Dr. Holly Weimar is the Internship Coordinator and may be reached at haw001@shsu.edu. Dr. Weimar is able to help you and will be the one who approves you for your internship assignment.

The Application for Library Internship form includes a section for listing library preferences. Every effort will be made to place you under the supervision of a librarian who will provide a high quality internship experience. Please contact the Internship Coordinator before submitting an application if you need help getting placed in a library. If you have made arrangements, this should be noted on your application form. An internship requires 130 clock hours of on-site supervised library work experience.

If you are currently working as a librarian, you may complete internship in your own school library. You should complete the application process, but omit the supervising librarian application. You only need to include on your application the name and contact information for your principal or your district library coordinator, essentially the one who currently supervises your work and will be willing to complete an evaluation of your internship towards the end of the course.

During the semester while you are interning in a school library your tasks and responsibilities will vary. The American Association of School Librarians (AASL) Standards for
the Initial Preparation of School Librarians (2010) provides a framework for tasks and responsibilities of library science graduate students (referred to as “candidates”). To be able to evaluate your competence in the five standards, you will need to choose tasks and responsibilities which demonstrate your understanding of the AASL Standards. In other words, you will demonstrate your competence in each of the following standards, which include 20 special elements:

**AASL Standard 1: Teaching for Learning**

1.1 Knowledge of learners and learning
Knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Assess learner needs and design instruction that reflects educational best practice. Support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

1.2 Effective and knowledgeable teacher
Implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Can document and communicate the impact of collaborative instruction on student achievement.

1.3 Instructional partner
Model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

1.4 Integration of twenty-first century skills and learning standards
Advocate for twenty-first century literacy skills to support the learning needs of the school community. Demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st-Century Learner and state student curriculum standards. Employ strategies to integrate multiple literacies with content curriculum. Integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students’ conceptual understanding, critical thinking and creative processes.

**AASL Standard 2: Literacy and Reading**

2.1 Literature
Are familiar with a wide range of children’s, young adult and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion
Use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

2.3 Respect for diversity
Demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

2.4 Literacy strategies
Collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

**AASL Standard 3: Information and Knowledge**

3.1 Efficient and ethical information-seeking behavior
Identify and provide support for diverse student information needs. Model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

3.2 Access to information
Support flexible, open access for library services. Demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. Facilitate access to information in print, non-print and digital formats. Model and communicate the legal and ethical codes of the profession.

3.3 Information technology
Demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

3.4 Research and knowledge creation
Use evidence-based, action research to collect data. Interpret and use data to create and share new knowledge to improve practice in school libraries.

**AASL Standard 4: Advocacy and Leadership**

4.1 Networking with the library community
Demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Participate and collaborate as members of a social and intellectual network of learners.

4.2 Professional development
Model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Plan for ongoing professional growth.

4.3 Leadership
Are able to articulate the role and relationship of the school library program’s impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research,
communicate ways in which the library program can enhance school improvement efforts.

4.4 Advocacy
Identify stakeholders within and outside the school community who impact the school library program. Develop a plan to advocate for school library and information programs, resources, and services.

AASL Standard 5: Program Management and Administration

5.1 Collections
Evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Organize school library collections according to current library cataloging and classification principles and standards.

5.2 Professional ethics
Practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Educate the school community on the ethical use of information and ideas.

5.3 Personnel, funding, and facilities
Apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

5.4 Strategic planning and assessment
Communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school’s mission. Make effective use of data and information to assess how the library program addresses the needs of their diverse communities.


There are two sets of AASL standards that are integrated into the internship experience:
(1) Standards for library science graduate students (mentioned above) and
(2) Standards for the 21st-century learner.

The latter standards are new in 2009 and replace standards referred to in Information Power. These new standards are thoroughly described in a recent publication by ALA, entitled Empowering Learners: Guidelines for School Library Media Programs. Also, there are articles available describing the standards that can be found by searching education databases and are available in several professional periodicals. You will need to know what these standards include in their elements since they are a very important for documentation of the work and knowledge that you gain during your internship. For example, the standards should be
considered when you are preparing a collaborative lesson plan for implementation during your internship.

Also, as part of your internship experience, you will be expected to use the technology that is available to you and the school library’s patrons. Technology use is also included in the collaborative lesson. Technology use includes your use and the students’ use of the tool that you and your collaborating teacher have selected for the lesson.

A new addition to the internship and the collaborative lesson is the requirement that you must include a video of you conducting your part of the collaborative lesson. You will want to seek the approvals you may need at your school in order to capture your lesson on video. If limitations include that students may not be included on the video, then you will need to be creative regarding how you will video record the lesson as you complete it. Please, as soon as possible, contact the Internship Coordinator should you have difficulty acquiring permission to video record your part of the collaborative lesson.

Another new requirement is that you must intern in another school library of a different level for 10-30 hours. To learn more about this requirement, please read the section titled, “Requirements for Supervising Librarians” that may be found in this handbook.
Checklist for Interns

A copy of the checklist is available to you as an Excel sheet in the online course. You should use the checklist as a source of information and as a quick reference to help keep track of your internship responsibilities. This checklist is for your information and does not need to be sent to a supervising librarian or principal.

**Arrangements for your internship are not complete until the first five Items have been approved by the Internship Coordinator.** The internship application package consists of 4 documents and your professional photo. Complete and submit the application materials by the due date for the semester for which you are applying.

### Checklist for Interns

<table>
<thead>
<tr>
<th>Internship Responsibilities</th>
<th>Description</th>
<th>Due Date</th>
<th>Priority</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Library Internship</td>
<td>This application includes specific information about the intern.</td>
<td>Prior to Beginning Internship</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Digital Photo of You</td>
<td>If you do not have a professional photo of yourself, you will need one.</td>
<td>Prior to Beginning Internship</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Application for Two Supervising Librarians</td>
<td>Your supervising librarians will need to complete the online applications</td>
<td>Prior to Beginning Internship</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Your resume that includes your teaching experience.</td>
<td>The resume is a professional artifact describing your experiences related to you becoming a school librarian.</td>
<td>Prior to Beginning Internship</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>A letter that could be submitted for a librarian position in your district</td>
<td>Letter of job application to a school or district for an open librarian position. See example included in the handbook.</td>
<td>Prior to Beginning Internship</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Contact your supervising librarian regarding when you may begin the 130 hours. Also, before you begin your hours make sure that you acknowledge the supervising librarians’ viewing and understanding of requirements expected of the intern during the 130 hour internship experience. Your acknowledgement is submitted in the Blackboard course.</td>
<td>There are set dates for each semester for the earliest time you may begin your internship. Do not begin prior to these dates unless you have approval from the Internship Coordinator. These dates are: • Fall: August 1st • Spring: November 1st • Summer: April 1st Stay in contact with your supervising librarian frequently prior to and during your internship.</td>
<td>Prior to and During Internship</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Send intern and the primary supervising librarian information to Internship Coordinator</td>
<td>This information will be used to set up a Tk20 account for your primary supervising librarian to complete an evaluation of you.</td>
<td>Beginning of Internship</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Start Date</td>
<td>Due Date</td>
<td>Status</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Attend online meeting at beginning of semester with supervising professor.</td>
<td>This online meeting will be held in Blackboard Collaborate. You will share experiences that you have already had during your internship. Also, ask and questions you may have.</td>
<td>Beginning of Internship</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Video record a selected portion your collaborative lesson</td>
<td>Have permissions in place before you begin to video record your lesson. (Restrictions may include recording students.)</td>
<td>Midway to end of 130 hours</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Submit required components for the collaborative lesson to Tk20</td>
<td>This is where your supervising professor evaluates your collaborative lesson following a rubric.</td>
<td>Midway to end of 130 hours</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Collaborating teacher AND supervising librarian or principal evaluate your lesson using the rubric provided in this handbook</td>
<td>Their separate evaluations must be emailed to the supervising professor.</td>
<td>Midway to end of 130 hours</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Attend second online meeting about midway through the semester. This online meeting will be held in Blackboard Collaborate.</td>
<td>This meeting will encourage you to share your internship experiences with other interns.</td>
<td>Midway to end of 130 hours</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Self-assessment for DDPS completed and submitted to Tk20</td>
<td>This is a program requirement. You may not opt out. Refer to instructions in the online course.</td>
<td>Midway to end of 130 hours</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Journal instructions following the instructions included in this handbook</td>
<td>This is how you record the internship activities that you have completed. Refer to instructions in the online course.</td>
<td>Periodically. Look for due dates.</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Digital photos of library activities</td>
<td>Digital photos should be annotated before submitting using Blackboard assignment</td>
<td>Look for due dates.</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Professional Ethics Artifact</td>
<td>This is required and may be used for interns who will be completing a portfolio prior to graduation.</td>
<td>Midway to end of 130 hours</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Arrange for supervising professor’s visit at the completion of 100 hours</td>
<td>Supervising professor visits you and your supervising librarian in the library.</td>
<td>Midway to end of 130 hours</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Composite Journal Entries</td>
<td>This includes all of your journal entries merged into one document. In addition, you need to include the dates of your internship and the total number of hours completed.</td>
<td>Towards end of semester</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Supervising librarian’s or principal’s evaluation of your performance in Tk20</td>
<td>Your supervising librarian or principal will receive an email from Andy Oswald with the URL that should be used for the evaluation.</td>
<td>Towards end of semester</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Thank you letter sent to supervising librarian and principal or district coordinator</td>
<td>This is the time to thank those who supported you during your internship.</td>
<td>Towards end of semester</td>
<td>High</td>
<td>Not Started</td>
</tr>
<tr>
<td>Pass the pretest for the TExES certification test for School Librarian (150)</td>
<td>Register online to participate in one or more pretest sessions. The link for registration is <a href="https://www.surveymonkey.com/s/lSpret">https://www.surveymonkey.com/s/lSpret</a> From prior interns’ experience, if you do not study to prepare for the pretest, you will most likely not pass it. Please be prepared for the pretest.</td>
<td>On preset dates as posted to UJ, SCI listserv and in the Blackboard Organization course: LSSL Graduate Students</td>
<td>High</td>
<td>Not Started</td>
</tr>
</tbody>
</table>
Deadline Dates for Application for Internship

The following is a list of the deadline dates for the Internship Coordinator to receive your application materials. If you have trouble meeting the deadline, contact the Internship Coordinator as soon as possible.

A. Fall Semester: June 1st
B. Spring Semester: November 1st
C. Summer Semester: April 1st

The application for internship may be found at:
https://www.surveymonkey.com/s/shsuinternshipapp

The application for the primary supervising librarian may be found at:
https://www.surveymonkey.com/s/shsusupervisinglibrarianapp

The application for the second supervising librarian may be found at:
https://www.surveymonkey.com/s/LSsupervisinglibrarian2

Checklist for Making Application for Internship

The following is a checklist of items that need to be submitted when making application for internship.
Checklist for Application:

1. Prerequisites are completed prior to the semester requesting internship
2. Your application for internship completed using the online form:
   https://www.surveymonkey.com/s/shsuinternshipapp
3. A digital photo of you included on your resume
4. Your resume that includes teaching experience
5. Your business letter that would accompany your resume
6. The primary and second supervising librarian applications filled out by the individual supervising librarians using one of the following links:
   https://www.surveymonkey.com/s/shsusupervisinglibrarianapp
   https://www.surveymonkey.com/s/LSsupervisinglibrarian2
Template for Resume
(Use as a suggested guide)

Name
Address
Phone number
E-mail address

Employment Experience:
2004 - Present
Huntsville Independent School District
Librarian, Elementary School

1998 - 2004
Conroe Independent School District
Teacher, Intermediate School

1996 - 1998
Corsicana Independent School District
Teacher, Intermediate School

1994 - 1996
Houston Independent School District
Teacher, 6th grade History

Education:
2007
Candidate for MLS degree from Sam Houston State University, (date).
Need 6 hours to complete degree.

1994
Received B. S. with History major and Geography minor from Sam
Houston State University

Special Skills:
Fluent in Spanish.
Have basic skills in Computer Science.
Have special courses in remedial reading.

Special Interests and/or Accomplishments:
Served as chair of Curriculum Committee in Huntsville Independent School District,
2006-2007
Served as chair of Friends of the Library of Conroe, TX, 1999 - 2004

References: (Include these. Do not say "Furnished upon request." Give names, titles, email
addresses, and telephone numbers. Mail addresses not necessary.)
Template for Sample Letter accompanying Resume

(Create a letterhead with your name, address, phone #, and email address)

Date

Contact Person and his or her address
(This must be the address of a real person.)

Dear Mr./Ms./Dr. __________:

This letter of application is in response to the librarian position currently open with your school district. I will graduate from Sam Houston State University in December 2011 with a Master of Library Science degree. I have taken the TExES exam and have received a passing score. The enclosed resume includes pertinent facts about my education and record of employment. I am particularly interested in working for the _______ Independent School District because of its excellent reputation in library services to faculty and students. As you can see I have numerous years of teaching experience. My classroom experience will assist me in meeting the information access and leisure reading needs of students. My MLS course work at Sam Houston State University has ensured that I will enter my library career with a variety of strategies for meeting the needs of both the students and the faculty. I would like to put my skills to work in your district.

Thank you for your consideration of my application. I will be awaiting your reply.

Sincerely yours,

Susan Q. Applicant

(You need to personalize your letter as if it will be sent to a real person! NOTE: This letter will not actually be sent. You don’t have to sign the letter, but it needs to be a real letter. Either pretend you have graduated or state that you are near graduation and interested in a position.)
Requirements for Supervising Librarians

The internship applicant who is not already a librarian in a school must identify two supervising librarians for the internship experience. The primary supervising librarian is the librarian who will supervise the intern for at least 60 hours. The second supervising librarian will supervise the intern for 10 – 30 hours in a school library that is at a different level than the primary supervising librarian. For example, let’s say Mary Jane is applying for internship. Mary Jane teaches second grade at an elementary school. Her school librarian has 15 years of experience. Mary Jane is asking her school librarian to be her primary supervising librarian who will evaluate her at the end of the semester.

For her second supervising librarian, she contacts the school librarian at the high school to request to work in the high school library for 10 – 30 hours. The high school librarian agrees and becomes your second supervising librarian. The second supervising librarian will not complete the evaluation at the end of the semester because he or she will not have worked with the intern for a significant amount of time.

However, both supervising librarians must complete the online application by the application for internship deadline. Their willingness to complete the online application indicates that they are willing to work with the intern. After their applications are submitted, the Internship Coordinator sends them a confirmation email.

The following requirements for supervising librarians are in place so that interns are able to have the best experience possible during their internship.

<table>
<thead>
<tr>
<th>Level of Primary Supervising Librarian</th>
<th>Suggested Level of Second Supervising Librarian (only need to select one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC-2nd grades</td>
<td>• Middle school</td>
</tr>
<tr>
<td></td>
<td>• Junior high school</td>
</tr>
<tr>
<td></td>
<td>• High school</td>
</tr>
<tr>
<td>EC-4th grades</td>
<td>• Junior high school</td>
</tr>
<tr>
<td></td>
<td>• High school</td>
</tr>
<tr>
<td>5th-6th grades (Intermediate or Middle school)</td>
<td>• EC-2nd grades</td>
</tr>
<tr>
<td></td>
<td>• High school</td>
</tr>
<tr>
<td>Junior high school</td>
<td>• EC-2nd grades</td>
</tr>
<tr>
<td></td>
<td>• EC-4th grades</td>
</tr>
<tr>
<td>High School</td>
<td>• EC-2nd grades</td>
</tr>
<tr>
<td></td>
<td>• EC-4th grades</td>
</tr>
<tr>
<td></td>
<td>• 5th-6th grades</td>
</tr>
</tbody>
</table>

The above designations for different levels may have some adjustments according to the grade levels applied to the schools in the intern’s district. If you are unsure about the designations for
your personal situation, please contact the Internship Coordinator so she may assist you with your personal situation.

Primary Supervising Librarians MUST:

- Hold a MLS and/or Texas certification as a librarian. Preference will be given to librarians with additional courses in supervision.
- Have at least three years of experience as a school librarian.
- Show evidence of professional growth on a continuing basis, via attendance at conferences, workshops, etc.
- Be willing to commit time and show an interest in working with an intern.
- Be in charge of a school library providing a full range of services.
- Complete the online Application for Supervising Librarians (https://www.surveymonkey.com/s/shsusupervisinglibrarianapp)
- View a Power Point presentation for supervising librarians available in the online Blackboard course. A request may be made for a PDF of the presentation to be sent to the intern and the supervising librarian.
- Assess the intern’s performance according to five AASL Standards and twenty elements through Tk20. Include in the comments an assessment of your intern’s professional dispositions.
- Be available (if possible) for a brief conference when the supervising professor visits your intern.

The Second Supervising Librarians MUST:

- Hold a MLS and/or Texas certification as a librarian. Preference will be given to librarians with additional courses in supervision.
- Show evidence of professional growth on a continuing basis, via attendance at conferences, workshops, etc.
- Be at a different level from the Primary Supervising Librarian. (Please refer to the chart above for requirements.)
- Be willing to commit time and show an interest in working with an intern.
- Be in charge of a school library providing a full range of services.
- Complete the online Application for Second Supervising Librarians (https://www.surveymonkey.com/s/LSsupervisinglibrarian2)
- View a Power Point presentation for supervising librarians available in the online Blackboard course. A request may be made for a PDF of the presentation to be sent to the intern and the supervising librarian.

The Department of Library Science faculty members are grateful to supervising librarians for their wisdom, knowledge, experience, and willingness to supervise our candidates for Texas School Librarian certification.

**NOTE: If the supervising librarian resides in North East I.S.D. in San Antonio, the intern should first contact the district for placement and follow the stated procedures by the district.
All interns should be aware of their district’s requirements and follow them before completing application with the Internship Coordinator at SHSU.

The application for Supervising Librarians may be found at https://www.surveymonkey.com/s/shsusupervisinglibrarianapp

The application for Second Supervising Librarians may be found at https://www.surveymonkey.com/s/LSsupervisinglibrarian2
Information for Tk20

This information is submitted to Wufoo forms using the following URL:
https://hweimar.wufoo.com/forms/intern-information-for-tk20/
Please do not send the following information via email. Use the form provided at the link above. Thank you.

1) Name:
2) SHSU ID#:
3) Email address:
4) LSSL 5366 Section #:
5) Supervising professor’s name:
6) Supervising librarian’s name:
7) Email address of supervising librarian:
8) School district:
9) School name:
Instructions for Interns

1) **READ OFTEN DURING YOUR INTERNSHIP.**

2) After reading this **Handbook for School Library Internship**, complete the **Application for School Library Internship**. The application includes six things.
   a) Online internship application [https://www.surveymonkey.com/s/Q6V6T3T](https://www.surveymonkey.com/s/Q6V6T3T)
   b) Online primary supervising librarian application [https://www.surveymonkey.com/s/shsusupervisinglibrarianapp](https://www.surveymonkey.com/s/shsusupervisinglibrarianapp)
   c) Online second supervising librarian application [https://www.surveymonkey.com/s/LSsupervisinglibrarian2](https://www.surveymonkey.com/s/LSsupervisinglibrarian2)
   d) Your resume that includes your teaching experience and a professional digital photo of you
   e) Sample letter of application for a librarian position

All documents should be sent via email to the Internship Coordinator.

3) Email or phone the Internship Coordinator to discuss your plans and options and to seek approval to begin your internship hours. Some school districts may require formal arrangements between the Internship Coordinator and the administrator of the school or school district in which the internship will take place. Official contacts with school administrator(s) will not be made until an internship application is on file with the Department of Library Science. Read the **supervising librarian requirements** closely. Do not request an intern site with a primary supervising librarian who does not meet these requirements. Ask the primary and second librarians beforehand if they are willing to work with you. Don’t assume that they are.

4) Carefully read the **policies of the school district and the school** in which you are placed. Abide by the rules and regulations required. Remember, you, Sam Houston State University, and the Department of Library Science are being judged by your professional attitude and appearance. Print out and read a copy of the **Code of Ethics of the American Library Association** from [http://www.ala.org/advocacy/proethics/codeofethics/codeethics](http://www.ala.org/advocacy/proethics/codeofethics/codeethics).

5) Review the **Supervising Librarian’s Assessment of Intern Performance** during your first meeting with your primary supervising librarian so she is aware of the ALA/AASL Standards for Initial Preparation of School Librarians (2010) you will be assessed on as you complete your 130-hour internship. Give her a copy of the assessment instruments at the beginning of your internship. The assessments consist of standards set by the American Association of School Librarians (AASL) for graduate students in a school library program. For more detail about the AASL Standards read the complete list of standards found at [http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf). Share these with your supervising librarian. Also, share the PowerPoint for supervising librarians available in the Blackboard LSSL 5366 online course or in the Blackboard Organization course for
LSSL Graduate Students. After your supervising librarian has been informed about your assessments, please submit a statement to the Blackboard course under the assignment associated with this process.

6) Recommended Reading:

7) The intern is expected to participate in the discussions included during two *prescheduled online, synchronous meetings* using Blackboard Collaborate as directed by your supervising professor. The dates for these meetings are included in the syllabus and in the online course. The first meeting is held at the beginning of the semester. The second meeting is held about midway through the semester. Both online meetings will provide the intern with information and time for discussion of predetermined topics presented by the supervising professor.

8) The intern is expected to pass the *pretest for the TExES certification test*. Dates for pretest sessions are announced through LIB_SCI and the LSSL Graduate Students organization course in Blackboard. The intern must sign up for a pretest prior to the date of the pretest session. Otherwise, the intern will be turned away at the door and must register for another session. Information on how to register for a pretest may be found in the LSSL Graduate Students organization course in Blackboard.

9) Approximately around the middle of the semester, you are expected to complete the *Diversity and Disposition Proficiencies Standards* (DDPS) as required of all College of Education graduate students towards the end of their programs. The DDPS is completed through the submission of the required information in Tk20.

10) Before completing 130 hours as an intern you are required to present an information literacy collaborative lesson with a classroom teacher where you assume the role of a librarian.
   a) Carefully read the guidelines for the lesson in this handbook.
b) You will need to make arrangements for your portion of the information literacy collaborative lesson to be video recorded and shared with your supervising professor. Additional information regarding the video recording may be found in the LSSL 5366 Blackboard course.

c) In addition, certain components of the lesson must be submitted to TK20. The required components of the collaborative lesson are identified in the Blackboard course for this assignment.

d) Also required: The Rubric for the Assessment of the Information Literacy Collaborative Lesson evaluations by (1) the collaborating teacher and (2) your supervising librarian or principal must be emailed to your supervising professor. Evaluative comments accompanying the Rubric for the Assessment of the Information Literacy Collaborative Lesson are sufficient for an assessment of the collaborative lesson by each assessor; i.e., one from the collaborating teacher and another from your supervising librarian or principal. The rubric should contain the assessment for each criterion on the rubric itself. Highlighting checkmarks, or some other method of identifying the performance rating is acceptable. See Table of Contents for the location of the Rubric for the Assessment of the Information Literacy Collaborative Lesson in this handbook.

11) If your internship placement is not resulting in a positive learning experience, please inform your supervising professor as soon as possible. It is your responsibility to inform your supervising professor if you feel you are in an unsatisfactory situation.

12) The Professional Ethics Artifact is an assignment that is related to librarianship. For this assignment, you are to create at least two presentations (one for faculty and one for P-12 students) that address the following topics:

   a) Plagiarism
   b) Copyright
   c) Right to Privacy
   d) Challenges to Library Materials
   e) Internet Ethics

For those completing the Master of Library Science (MLS), these presentations should be submitted to Portfolio Standard 5 Element 2.

13) Complete a minimum of 130 clock hours of library-related duties, in the approved libraries. The number of and the level(s) of libraries in which the internship will take place is based on previous experience and career goals and must be approved by the Internship Coordinator.

14) On a regular basis, email or submit to the LSSL 5366 course site your daily journal/log of library-related duties you perform to your supervising professor. (Your supervising professor will communicate her preference and timeline for receiving your journal entries.) Describe the various projects, activities, and
responsibilities you are assigned. Comment about the assignments and any phase of the work experience. Evaluate yourself, your supervising librarian, and your progress in relation to the duties you are performing on a daily basis. See Journal Entries for Interns information in this handbook for a list of what is required.

15) A selection of photographs of the displays, projects, activities, and other duties you are performing during your internship should be submitted under the corresponding assignment in Blackboard.

16) When you have completed approximately 100 clock hours, invite your supervising professor to visit the library in which you are interning. Choose a time when it will be convenient and when you have time to discuss your internship experience. With your email or phone invitation, include a choice of dates and directions to the site. Visiting supervising professors have access to GPS and online maps, but directions from you with a few landmarks are very helpful. Also, including instructions on where to park and where to enter the building help the supervising professor to arrive on time and follow the school’s procedures for visitors. A visit with you will take about 30 minutes to one hour. If possible, your supervising professor will want to meet your supervising librarian or principal. The visit is primarily an interview of you, view examples of your work (including examples of student learning beyond your collaborative lesson), and a tour of the library where you interned.

17) After completing the 130 hours of internship experiences in the school library media center, the intern should create a Composite Journal Entries document and submit to Tk20. For this document, all journal entries are merged into one document including the chart that documents the hours and dates of your internship.

18) Periodically review the Supervising Librarian’s Assessment of Overall Intern Performance and the Checklist for Interns, and Suggested Internship Experiences with your supervising librarian. As you review the ALA/AASL Standards, discuss which areas you have gained skills in and the areas in which you still need further experience. Note: If you are interning under more than one librarian, engage in this review process with each librarian.

19) If you would like a letter of recommendation from your supervising librarian, request this at the end of your internship.

20) When prompted through email, your supervising librarian or principal will need to complete the Supervising Librarian’s Assessment of Intern Performance in Tk20.

21) When you have completed the internship process, send a thank-you letter or email to your supervising librarians as well as a thank-you letter or email to either the school district librarian or the principal. You will need to either copy your supervising professor on the original email or submit a digital copy of the letter or card to the corresponding Blackboard assignment.

22) If you want to look for a librarian position, contact Sam Houston State University Career Services and fill out the placement forms, listing your references. Keep
your placement file up-to-date throughout your career. Many students are placed through the Department of Library Science, although both Sam Houston State University Career Services and the Department of Library Science receive calls from school districts seeking librarians. Postings are also made to LIB_SCI listserv about job opportunities. These postings are made at the request of districts.

Suggested Internship Experiences

With the implementation of Empowering Learners: Guidelines for School Library Media Programs (2009) and the ALA/AASL Standards for the Initial Preparation of School Librarians (2010), interns have many suggestions for experiences in a school library. Ideally, each intern should experience the following list. When that experience is not possible, it is the intern’s responsibility to ask the supervising librarian for an explanation of the task, activity, or process.

The following list contains activities that may be ones you will choose as artifacts for your electronic portfolio, a culminating assessment for the MLS degree. You are not limited to the following list. Other suggested activities may be those that you select from Information Power (1998), Empowering Learners (2009), Standards for 21st-Century Learner in Action (2009), the ALA/AASL Standards for the Initial Preparation of School Librarians (2010), and the six standards of the Texas Administrative Code Title 19, Part 7, Chapter 239, Subchapter B, Rule §239.55.

The following list is organized by the ALA/AASL Standards for Initial Preparation of School Librarians (2010). You may find that items listed under one standard may be applicable in another standard. The list was designed to help you with your internship coursework.

Standard 1: Teaching for Learning

1) Assess learner needs and interests for lesson. Design instruction that reflects educational best practice. (Include collaborative lesson.)

2) Teach information skills modeling multiple strategies to locate, evaluate, and ethically use information for specific purposes and exemplifying the latest principles and methods of integrated instruction.

3) Use an inquiry-based approach to learning with students. (This is included in the collaborative lesson.)

4) Model, share, and promote effective principles of teaching and learning as a collaborative partner with other educators.

5) Help with a professional staff development activity related to library and information use in support of student achievement.

6) Integrate the use of emerging technologies as a means for effective and creative teaching to support student learning.
Standard 2: Literacy and Reading

7) Promote fiction and nonfiction books through booktalking and various presentations.
8) Create a book display or create a bulletin board display related to reading books.
9) Use a variety of strategies to promote leisure reading and model personal enjoyment of reading, such as read aloud to classes or groups of students, start a book club, tell stories to children in a literary appreciation session, create a book trailer and show it to students, etc.
10) Use authentic and engaging instructional strategies to reinforce classroom reading instruction.

Standard 3: Information and Knowledge

11) Collaborate with students, teachers, and administrators to locate, evaluate, and ethically use information for specific purposes, such as efficiently accessing, interpreting, and communicating information.
12) Practice your readers’ advisory skills and field reference questions in a manner that encourages further inquiry.
13) Provide open and equitable access to information. This includes identifying and developing solutions to physical, social, and intellectual barriers if they exist.
14) Use evidence-based, action research or other research strategies to collect data. Interpret the data to create and share new knowledge for improvement.

Standard 4: Advocacy and Leadership

15) Demonstrate effective interpersonal relationships within the school community, including establishing connections with other libraries and librarians.
16) Attend a curriculum or technology committee meeting or other school-based meeting with the viewpoint of a librarian in mind.
17) Participate in an effective public relations program in the school.
18) Help with a book fair or assist with a family literacy night.
19) Advocate for the school library by helping to design a plan or creating a flyer, a newsletter, or a section on the library web page.

Standard 5: Program Management and Administration

20) Select library media center materials using reviews and bibliographic aids. Select materials according to criteria appropriate to all formats and that support the diverse developmental, cultural, social, and linguistic needs of students.
21) Participate in a partnership with one or more teachers in the selection of materials, which meet learner characteristics, instructional strategies, learning styles, and teaching styles.
22) Employ acquisitions processes for resources, equipment, and supplies.
23) Classify, catalog, and process materials for use.
24) Circulate materials.
25) Assist with weeding and inventory.
26) Evaluate internal holdings and external information access points to fill gaps in library media center resources.
27) Review or assist in preparing a library media center budget.
28) Work with adult and student library volunteers.
29) Review policies and procedures that support teaching and learning in school libraries.
30) Collaborate with a teacher, a principal, and another member of the learning community to develop a library program that aligns resources, services, and standards with the school’s mission and supports the ethical principles and current standards of the profession.
31) Model digital citizenship regarding intellectual freedom, intellectual property, and the right to privacy.
Journal Entries for Interns*

*Developed in collaboration with Ramona Kerby, McDaniel College

The purpose of journal entries is to document a successful internship according to the five standards in ALA/AASL Standards for the Initial Preparation of School Librarians (2010):

1. Teaching for Learning
2. Literacy and Reading
3. Information and Knowledge
4. Advocacy and Leadership
5. Program Management and Administration

Resources:


Instructions:

During this semester you will act in the role of a school librarian unless you are currently a librarian on your campus. You will find that a librarian’s tasks and responsibilities will vary and will be numerous. As an intern, you are expected to use your knowledge that you have gained from your prior library science coursework in the real world of school librarianship. We hope that you enjoy your internship experiences.

You will want your internship hours (130 total) to demonstrate that the majority of the internship was spent when students were in the library. Get as much practical experience as possible, but when it is not possible, talk with your supervising librarian about the expected experience and document the details in your journal to demonstrate that you have been exposed to it through discussion.
You will have five opportunities to turn in sections from your journal. (More about this later.) The journal includes entries that document your activity and the corresponding amount of time spent on that activity. Library Science Internship Policy limits the amount of time that you spend on any one activity. This limit is 10 hours. You may find that the activity involves more time, which you may volunteer your time in order to see that activity completed. When doing this, you will find that you develop good will with the school library community. However, you will want to make sure that you have enough time available to dedicate to the rest of your required internship hours before the semester’s end.

Along with the activities and amount of time that you devote to each, you will want to demonstrate successful completion of each of the five standards and their elements for the *ALA/AASL Standards for Initial Preparation of School Librarians (2010)*. If you divide the hours up between all five standards, you will spend an average of 26 hours on each standard. However, the hours are not likely to work out evenly. You may personally need more experience with one standard over another. Also, one activity may demonstrate multiple elements across several standards.

In addition, since you are working towards certification in Texas, you will find the six Standards Required for the School Librarian Certificate listed along with the corresponding ALA/AASL Standards. As you read the Texas standards, you will find that each section title begins with “Learner-Centered.” Also, the six standards do not completely fit well within only one of the five ALA/AASL Standards. However, you will be able to identify the parts of the Texas standards that may be shared with additional ALA/AASL Standards. You will see overlap among the standards.

There are no due dates set for the submission of your journal entries. You will turn them in according to each ALA/AASL standard. For example, one submission will be for Standard 1, another for Standard 2, and so on until you have five submissions. You should turn in entries all along the way. Please do not wait until the cutoff date before submitting all of your entries. You must allow the supervising professor enough time to grade your journal entries. If for some reason you must wait until the end of the semester, you should remain in contact with your supervising professor. You will be expected to explain why waiting to submit is necessary. Ideally, you should have at least two journal entry submissions by mid-semester. If you are a procrastinator or someone who carries a heavy load of responsibilities, you will need to dedicate time to completing your journal entries at specific points throughout the semester. A loss of a letter grade can be expected for those who submit all of their entries after the midpoint of the semester.

Once you submit your first journal entry, check for the response and feedback from the supervising professor. Valuable information may be included on how you should improve your future journal entries so as not to lose points. If you have questions regarding the feedback, please contact your supervising professor as soon as possible.
Below you will find the five charts with each standard and its elements, suggested activities for the different elements, and a rubric. Some standards and elements are harder to demonstrate than others. If you cannot practice something, be sure to have a discussion with your supervising librarian on how to accomplish the task on your own.

All five standards have been included in one Word document for your ease in filling in the activities. However, when you turn in a standard to your supervising professor, please cut and paste the individual standard document into a single Word document for submission. In other words, you will turn in five separate Word documents, one for each standard. When turning in your journal entries for the standards, you should include an overall analysis and reflection of your work for each standard. You may include this in the single Word document that you turn in for each submission. The analysis and reflection should be at least 250 – 500 words long.

One last thing: Remember when you began the library science program and you weren’t sure you could keep these standards straight? By the time you complete internship, they will be seared into your brain. Hang in there; you are almost finished with the library science program. I know you can do it.

**Your Task:**

1. Submit your journal entries spread out through the semester of your internship. You will want to submit your first completed one as soon as possible. The final journal entry is due at least one week before semester’s end. You will submit these journals using the assignment designations for each standard, for example: Standard 1: Teaching for Learning Journal.
2. For the format include:
   a. Name and date;
   b. Dates and hours worked for the entry;
   c. The cumulative total of hours;
   d. Standard and elements addressed;
   e. List of activities (or discussions) with descriptions of them;
   f. Analysis and reflection of the activities for each element of the standard.
3. Write one analysis and reflection statement for the entire standard (250 – 500 words). State your personal learning goals that you want to practice, identifying your beginning strengths and weaknesses. Explain how you met the standard and the elements. Explain what you will do differently next time telling how you intend to improve. Identify any future professional development goals you have identified for yourself. Share the “Aha!” moments, the interactions that had the greatest impact on your thinking. Tell why.
Upon Completion of a Standard

After you have completed and submitted each standard, email your supervising professor saying that you have submitted it via Blackboard. The following rubrics will be used to grade your work. Each completed rubric will be posted along with the grades for each journal submitted in the Grade Center.

On your final submission, include the completed chart below which documents hours and dates of your internship.

<table>
<thead>
<tr>
<th>AASL Standard</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Teaching for Learning</td>
<td></td>
</tr>
<tr>
<td>2: Literacy and Reading</td>
<td></td>
</tr>
<tr>
<td>3: Information and Knowledge</td>
<td></td>
</tr>
<tr>
<td>4: Advocacy and Leadership</td>
<td></td>
</tr>
<tr>
<td>5: Program Management and Administration</td>
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</tbody>
</table>

**Total number of hours:**

Dates Spent in the Library (beginning to end):

LSSL 5366 Library Internship Journal Entries 1*

<table>
<thead>
<tr>
<th>Date completed, Activity or discussion</th>
<th>Time (hrs)</th>
<th>Professional Standard and Elements</th>
</tr>
</thead>
</table>

**Standard 1: Teaching for Learning**

Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

- **Information Literacy Collaborative Lesson: Butterflies and Their Habitats**
  - Pretest was administered for planning the implementation of the inquiry lesson
  - Students worked together in small groups to complete their inquiry
  - Library housed butterfly habitats for observation and inquiry
  - Student used iPads for research and documentation

*The above is included here to give you an example. Remember to delete this wording in your own learning log.*
<table>
<thead>
<tr>
<th>1.2 Effective and knowledgeable teacher</th>
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<tbody>
<tr>
<td>Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.3 Instructional partner</th>
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<tbody>
<tr>
<td>Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>1.4 Integration of twenty-first century skills and learning standards</th>
</tr>
</thead>
</table>
| Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st-Century Learner and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students’ conceptual understanding, critical
Suggested Activities to Demonstrate Standard 1: Teaching for Learning

1. Assess learner needs and interests for lesson. Provide examples of these assessments. Design instruction that reflects educational best practice. Demonstrate with student data the successful impact of your lessons.
2. Teach information skills modeling multiple strategies to locate, evaluate, and ethically use information for specific purposes and exemplifying the latest principles and methods of integrated instruction.
3. Use an inquiry-based approach to learning with students.
4. Model, share, and promote effective principles of teaching and learning as a collaborative partner with other educators.
5. Help with a professional staff development activity related to library and information use in support of student achievement.
6. Integrate the use of emerging technologies as a means for effective and creative teaching to support student learning.
7. Others?

Activities (most closely related to the ALA/AASL Standard 1: Teaching for Learning) included in the Texas Standards Required for the School Librarian Certificate for Standard I: Learner-Centered Teaching and Learning

1. Participate as an educational leader, an equal partner, and a change agent in the curriculum development process at both the school campus and school district levels.
2. Participate in curriculum design and integrated planning of a shared school campus vision that focuses on reading, teaching, and learning.
3. Model and promote collaborative planning, cooperative teaching, and direct instruction as determined by learners’ needs and state curriculum standards.
4. Direct and encourage students in the ethical use of resources to locate, gather, select, synthesize, and evaluate relevant information.
5. Work collaboratively with faculty to provide students with opportunities to assume responsibility for planning and engaging in independent learning.
6. Adapt teaching strategies to accommodate the diverse learning needs of the student population.
7. Provide and promote ongoing staff development for the learning community, particularly in the areas of integration and information technology, information literacy, and literature appreciation.
8. Provide and promote ongoing learning opportunities for students, particularly in the areas of integration of information technology and information literacy.
9. Direct and encourage students to read a variety of fiction and nonfiction resources for personal and informational needs.
10. Understand and evaluate national, state, and local initiatives.
11. Create a learning environment in which the diversity of groups and the uniqueness of individuals are recognized and appreciated.
12. Provide instructional access to library resources and facilities through open, flexible scheduling for classes, small groups, and individuals.

LSSL 5366 Library Internship Journal Entry Rubric for Standard 1

| LSSL 5366 Library Internship RUBRIC—Standard 1: Teaching for Learning Assignment Value: 25 points |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| Criteria        | Target 3 points | Satisfactory 2 points | Developing 1 point | Not Observed 0 points |
| 1.1 Knowledge of learners and learning | Activity, activities, or discussion outstandingly demonstrate the element; Candidate pre and post assess students; providing these assessments; and compiles student data to demonstrate successful effect on student learning; **Outstanding** description of important activity. | Activity, activities, or discussion demonstrate the element; Strong description of important activity. | Activity, activities, or discussion may better demonstrate another element or may not be substantial enough to meet the element; Element may be missing comprehensive description. | Activity, activities, or discussion does not demonstrate the assessment of the students, nor does it document the successful impact on student learning; Element is not described. |
| 1.2 Effective and knowledgeable teacher | Activity, activities, or discussion outstandingly demonstrate the element: a variety of instructional strategies and assessment tools were used to design and develop digital-age learning experiences and assessments; **Outstanding** description of important activity. | Activity, activities, or discussion demonstrate the element; Strong description of important activity. | Activity, activities, or discussion may better demonstrate another element or may not be substantial enough to meet the element; Element may be missing comprehensive description. | Activity, activities, or discussion does not demonstrate the a variety of instructional strategies used and lessons are not digital-age learning experiences; Element is not described. |
| 1.3 Instructional partner | Activity, activities, or discussion outstandingly demonstrate the element; **Outstanding** description of important activity. | Activity, activities, or discussion demonstrate the element; Strong description of important activity. | Activity, activities, or discussion may better demonstrate another element or may not be substantial enough to meet the element; Element may be missing comprehensive description. | Activity, activities, or discussion does not demonstrate the element; Element is not described. |
### 1.4 Integration of twenty-first century skills and learning standards

<table>
<thead>
<tr>
<th>Activity, activities, or discussion outstandingly demonstrate the element;</th>
<th>Activity, activities, or discussion demonstrate the element;</th>
<th>Activity, activities, or discussion may better demonstrate another element or may not be substantial enough to meet the element;</th>
<th>Activity, activities, or discussion does not demonstrate the element;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outstanding</strong> description of important activity.</td>
<td><strong>Strong</strong> description of important activity.</td>
<td>Element may be missing comprehensive description.</td>
<td>Element is not described.</td>
</tr>
</tbody>
</table>

### Analysis & Reflection

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target</th>
<th>Satisfactory</th>
<th>Developing</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Disposition: Analysis and Reflection</strong></td>
<td>9-10 points</td>
<td>7-8 points</td>
<td>5-6 points</td>
<td>0-4 points</td>
</tr>
<tr>
<td>Statement is characterized by the depth of reflective analysis and demonstrates growth; Cohesive and outstanding statement: (a) identifies personal learning goals; (b) initial strengths and weaknesses; (c) how standard and elements were met/practiced, (d) what the candidate will do differently the next time; (e) how the candidate wants to improve; (f) shares the “aha” moments, the interactions that had the greatest impact on thinking and explains why.</td>
<td>Statement is reflective and demonstrates growth.</td>
<td>Statement may not be cohesive; Some depth of analysis and reflection may be missing.</td>
<td>May be missing analysis, reflection, or growth.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 minor errors; Grammar, punctuation, and capitalization rules are followed; Writing can clearly be understood on the first read; Polished and professional; Submission for the standard includes: (a) name and date, (b) dates and hours worked for this log, (c) cumulative total of hours, (d) standard and elements addressed, (e) list of activities.</td>
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### Suggested Activities to Demonstrate Standard 2: Literacy and Reading

1. Promote fiction and nonfiction books through booktalking and various presentations.
2. Create a book display or create a bulletin board display related to reading books.
3. Demonstrate a variety of strategies to promote leisure reading and model personal enjoyment of reading, such as read aloud to classes or groups of students, start a book club, tell stories to children in a literary appreciation session, creating book trailers and sharing them with students, etc.
4. Demonstrate a wide variety of reading instructional strategies that demonstrates collaboration with the classroom teacher.
LSSL 5366 Library Internship Journal Entry Rubric for Standard 2

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**Standard 3: Information and Knowledge**  
Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

| 3.1 Efficient and ethical information-seeking behavior  
Candidates identify and provide support for diverse student information needs. Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information. |
|----------------------------------------------------------|

| 3.2 Access to information  
Candidates support flexible, open access for library services. Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and digital formats. Candidates model and communicate the legal and ethical codes of the profession. |
|----------------------------------------------------------|

| 3.3 Information technology  
Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, |
|----------------------------------------------------------|
3.4 Research and knowledge creation
Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.

*Suggested Activities to Demonstrate Standard 3: Information and Knowledge*

1. Collaborate with students, teachers, and administrators to locate, evaluate, and ethically use information for specific purposes, such as efficiently accessing, interpreting, and communicating information.
2. Practice your readers’ advisory skills and field reference questions in a manner that encourages further inquiry.
3. Provide open and equitable access to information. This includes identifying and developing solutions to physical, social, and intellectual barriers if they exist.
4. Use evidence-based, action research or other research strategies to collect data. Interpret the data to create and share new knowledge for improvement.
5. Help with research assignments.
6. Answer research questions.
7. Develop a pathfinder to support a unit of study or instructional activity.
8. Discuss how copyright information is shared and how it influences the school library policies.
9. Teach students to use online subscription services available at the school and at the public library.
10. Teach information literacy skills demonstrating AASL’s Standards for the 21st-Century Learner in Action.
11. Demonstrate collecting student data on the lessons you teach and how such data documents your successful impact on student learning.

*Activities (most closely related to the ALA/AASL Standard 3: Information and Knowledge) included in the Texas Standards Required for the School Librarian Certificate for Standard III: Learner-Centered Technology and Information Access*

1. Provide a balanced, carefully selected, and systematically organized collection of library resources that are sufficient to meet students’ needs and are continuously monitored to be current and relevant in each subject area.
2. Model and promote the highest standard of conduct, ethics, and integrity in the use of the Internet and other print and electronic resources.
3. Employ existing and emerging technologies to access, evaluate, and disseminate information for possible application to instructional programs.
4. Promote interlibrary loan policy to facilitate information access beyond the campus.
5. Model information problem solving processes in providing instruction about reference and research techniques.
6. Participate in state and national technology initiatives.

LSSL 5366 Library Internship Journal Entry Rubric for Standard 3

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### Standard 3: Analysis & Reflection

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**LSSL 5366 Library Internship Journal Entries 4**

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<td><strong>Standard 4: Advocacy and Leadership</strong></td>
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<td>Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.</td>
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<td><strong>4.1. Networking with the library community</strong></td>
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<td>Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.</td>
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<td><strong>4.2 Professional development</strong></td>
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<td>Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth.</td>
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<td><strong>4.3 Leadership</strong></td>
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<td>Candidates are able to articulate the role and relationship of the school library program’s impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.</td>
</tr>
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</table>
Suggested Activities to Demonstrate Standard 4: Advocacy and Leadership

1. Demonstrate effective interpersonal relationships within the school community, including establishing connections with other libraries and librarians.
2. Attend a curriculum or technology committee meeting or other school-based meeting with the viewpoint of a librarian in mind.
3. Participate in an effective public relations program in the school.
4. Help with a book fair or assist with a family literacy night.
5. Advocate for the school library by helping to design a plan or creating a flyer, a newsletter, or a section on the library web page.
6. Attend a professional state or national library or technology conference; this may be a virtual ALA meeting.
7. Read and document the professional articles you are reading in Knowledge Quest, School Library Journal, and Library Media Connection.
8. Attend a district school library in-service.
9. Others?

Activities (most closely related to the ALA/AASL Standards 4 & 5) included in the Texas Standards Required for the School Librarian Certificate for Standard II: Learner-Centered Library Program Leadership and Management

1. Advocate for the development of an exemplary library media program that encourages a vision of excellence for all learners.
2. Synthesize information from a variety of sources for effective decision making to develop and maintain an exemplary library program.
3. Design policies and procedures that comply with local, state, and federal laws and policies while supporting sound decisions relating to school and library instruction and programs.
4. Establish partnerships within the learning community to support school district and school campus goals through exemplary library programs.
Demonstrate effective leadership strategies while working within school campus and school district administrative structures to promote achievement of library program goals.

5. Employ effective interpersonal communication skills.
6. Implement effective strategies and techniques to systematically perform library management operations such as budgeting, purchasing, scheduling, managing and maintaining facilities and resources, supervising adults and children, reporting, grant writing, and overseeing circulation and inventory.
7. Collaborate with faculty to ensure that the process of evaluating and selecting library resources provides curriculum-related and leisure reading materials.
8. Design and implement acceptable use policies for current and emerging technologies.
9. Use effective planning, time management, and organization of work to maximize attainment of district and campus goals through exemplary library programs.
10. Monitor, assess, and employ existing and emerging technologies for management applications.

Activities (most closely related to the ALA/AASL Standard 4: Advocacy and Leadership) included in the Texas Standards Required for the School Librarian Certificate for Standard V: Learner-Centered Connections to the Community

1. Promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.
2. Exhibit effective communication through oral, written, electronic, and nonverbal expression.
3. Implement strategies for effective internal and external communications.
4. Establish partnerships with businesses, learning institutions, global communities, and other libraries and entities to strengthen programs and support school campus goals.
5. Develop library programs that offer families opportunities to participate in school activities and in their children’s education.
6. Advocate access to resources and information during and beyond the instructional day and school year.
7. Develop and implement a comprehensive program of community relations that uses strategies to effectively involve and inform multiple constituencies, including the news media.

LSSL 5366 Library Internship Journal Entry Rubric for Standard 4
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Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration. |

| 5.1 Collections |
Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards. |

| 5.2 Professional Ethics |
Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas. |

| 5.3 Personnel, Funding, and Facilities |
Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries. |

| 5.4 Strategic Planning and Assessment |
Candidates communicate and collaborate with students, teachers, administrators, and |
Suggested Activities to Demonstrate Standard 5:

1. Select library media center materials using reviews and bibliographic aids. Select materials according to criteria appropriate to all formats and that support the diverse developmental, cultural, social, and linguistic needs of students.
2. Participate in a partnership with one or more teachers in the selection of materials, which meet learner characteristics, instructional strategies, learning styles, and teaching styles.
3. Employ acquisitions processes for resources, equipment, and supplies.
5. Circulate materials.
6. Assist with weeding and inventory.
7. Evaluate internal holdings and external information access points to fill gaps in library media center resources.
8. Review or assist in preparing a library media center budget.
9. Work with adult and student library volunteers.
10. Review policies and procedures that support teaching and learning in school libraries.
11. Collaborate with a teacher, a principal, and another member of the learning community to develop a library program that aligns resources, services, and standards with the school’s mission and supports the ethical principles and current standards of the profession.
12. Model digital citizenship regarding intellectual freedom, intellectual property, and the right to privacy.
13. Learn the responsibilities of the library support staff, such as book covering and repair.
15. Others?

*Based on (and many times directly quoted from) the McDaniel College Practicum Log, July 9, 2014. From personal communication with Dr. Ramona Kerby.
Activities (most closely related to the ALA/AASL Standard 5: Program Management and Administration) included in the Texas Standards Required for the School Librarian Certificate for Standard IV: Learner-Centered Library Environment

1. Understand the principles of exemplary library design as defined by state and federal guidelines for a simultaneous-use facility for individuals, small groups, and classes.
2. Develop and maintain a flexible, functional, and barrier-free library facility that conforms to national and state library standards.
3. Provide a safe, secure environment that is age appropriate.
4. Maximize available space to permit displays of student-, faculty-, and community-produced materials and collections.
5. Promote access to resources and information during and beyond the instructional day and school year.

Activities (most closely related to the ALA/AASL Standard 5: Program Management and Administration) included in the Texas Standards Required for the School Librarian Certificate for Standard VI: Learner-Centered Information Science and Librarianship

1. Understand the role of all types of libraries and information agencies in an integrated learning environment.
2. Understand the role of the school library media program as a central element in the intellectual life of the school.
3. Know theories, principles, and skills related to the selection, acquisition, organization, storage, retrieval, use, and evaluation of information.
4. Implement standard library procedures for classifying, cataloging, and processing various resources that facilitate computerization and resource sharing.
5. Evaluate and select existing and emergent technologies in support of the library program.
6. Communicate effectively to patrons to determine their information needs.
7. Demonstrate an understanding of bibliographic and retrieval techniques needed to organize and use information sources.
8. Use knowledge of literature and information resources to help students select materials.
9. Understand and model principles of intellectual freedom, information access, privacy, and proprietary rights.
10. Design and use statistical reports to support an exemplary library program.
11. Use varied reading materials, programs, and motivational strategies to guide the development of independent readers.
13. Maintain an active interest in and contribute to appropriate local, state, regional, and national professional associations and publications.
14. Demonstrate ethical behavior in all professional contexts.
15. Work collaboratively with other information professionals in support of the library program and the profession.

**LSSL 5366 Library Internship Journal Entry Rubric for Standard 5**

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<td>Activity, activities, or discussion does not demonstrate the element; Element is not described.</td>
</tr>
<tr>
<td><strong>5.4 Strategic Planning and Assessment</strong></td>
<td>Activity, activities, or discussion outstandingly demonstrate the element; <strong>Outstanding</strong> description of important activity.</td>
<td>Activity, activities, or discussion demonstrate the element; Strong description of important activity.</td>
<td>Activity, activities, or discussion may better demonstrate another element or may not be substantial enough to meet the element; Element may be missing comprehensive description.</td>
<td>Activity, activities, or discussion does not demonstrate the element; Element is not described.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Target</td>
<td>Satisfactory</td>
<td>Developing</td>
<td>Not Observed</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>--------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Professional Disposition: Analysis and Reflection</strong></td>
<td>9-10 points</td>
<td>7-8 points</td>
<td>5-6 points</td>
<td>0-4 points</td>
</tr>
<tr>
<td>Statement is characterized by the depth of reflective analysis and demonstrates growth; Cohesive and outstanding statement: (a) identifies personal learning goals; (b) initial strengths and weaknesses; (c) how standard and elements were met/practiced; (d) what the candidate will do differently the next time; (e) how the candidate wants to improve; (f) shares the “aha” moments, the interactions that had the greatest impact on thinking and explains why.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Writing</strong></td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>0-3 minor errors; Grammar, punctuation, and capitalization rules are followed; Writing can clearly be understood on the first read; Polished and professional; Submission for the standard includes: (a) name and date, (b) dates and hours worked for this log, (c) cumulative total of hours, (d) standard and elements addressed, (e) list of activities.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Professional Ethics Artifact

Standard 5.2 is where many interns have trouble meeting the criteria for ALA/AASL. To help you with this, an internship assignment has been created. You are required to include this artifact in your portfolio at end of program. So, completing it now only helps you work towards that goal. And, considering that the ALA/AASL Standards for the Initial Preparation of School Librarians (2010) need to be met in the library science program that leads to certification, those candidates who hold a master’s degree in education and are certification only, this assignment provides the opportunity for your experience for Standard 5.2.

Artifact: Create a presentation for one or more staff development programs and student lessons on the ethical use of ideas and information, including ALL of the following:

- Plagiarism,
- Copyright,
- Right to privacy,
- Materials challenges, and
- Internet ethics.

Describe the results of the presentation(s) if presented to learners. Otherwise, you will need to include the script for what you would say if presenting. Material and lessons could include:

- PowerPoint (or other visual presentations),
- Information flyers,
- Letters of emails to faculty,
- Information submitted to a library website, and
- An annotated bibliography of articles you have read and books you consulted on professional ethics.

You will have encountered information on professional ethics in most of your library science courses. Take time to "pull together" information from your courses to create a substantial staff development program(s) and a significant student lesson(s) for one or more grade levels.

To be clear: You must cover both (1) faculty and staff and (2) students with one or more presentations. You do not have the choice as to whether you create a Professional Ethics Artifact for one or the other. Both audiences must receive training materials from you for this assignment to be completed. However, there is not a requirement that you present the information to actual audiences unless you have the opportunity. It would be an ideal situation if you are able to present the information so that you would be able to include the hours for the assignment within your accumulating internship hours.

Good idea: You may also record your presentation, as you would present it using video. This would count towards your accumulating internship hours. If you do this, save the video to your You Tube account and upload it. You will submit the link and supporting materials to the Blackboard course and include it in your LiveBinders portfolio.
You may count up to 10 hours towards your internship experience for this assignment if you are able to either record the lesson for viewing by the intended audience or you actually present the lesson as a component of professional development and/or a student lesson.

**Professional Ethics Rubric**

**Standard 5.2**

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Un satisfactory</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plagiarism</strong></td>
<td>A definition and description of plagiarism is provided as well as examples and consequences.</td>
<td>A definition and description of plagiarism is provided and either an example or consequences are included.</td>
<td>A definition and description of plagiarism is provided without examples or consequences.</td>
<td>Not Observed</td>
</tr>
<tr>
<td><strong>Copyright</strong></td>
<td>A definition and description of copyright is provided as well as examples and consequences.</td>
<td>A definition and description of copyright is provided and either an example or consequences are included.</td>
<td>A definition and description of copyright is provided without examples or consequences.</td>
<td>Not Observed</td>
</tr>
<tr>
<td><strong>Right to Privacy</strong></td>
<td>A definition and description of right to privacy is provided as well as examples and consequences.</td>
<td>A definition and description of right to privacy is provided and either an example or consequences are included.</td>
<td>A definition and description of right to privacy is provided without examples or consequences.</td>
<td>Not Observed</td>
</tr>
<tr>
<td><strong>Challenges to Library Materials</strong></td>
<td>A definition and description of challenges to library materials is provided as well as examples and consequences.</td>
<td>A definition and description of challenges to library materials is provided and either an example or consequences are included.</td>
<td>A definition and description of challenges to library materials is provided without examples or consequences.</td>
<td>Not Observed</td>
</tr>
<tr>
<td><strong>Internet ethics</strong></td>
<td>A definition and description of Internet ethics is provided as well as examples and consequences.</td>
<td>A definition and description of Internet ethics is provided and either an example or consequences are included.</td>
<td>A definition and description of Internet ethics is provided without examples or consequences.</td>
<td>Not Observed</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>Student consistently and accurately cites information of others; uses APA format; demonstrates a clear understanding of plagiarism and of copyright.</td>
<td>Cites ideas and information of others with few errors; uses APA format; demonstrates an understanding of plagiarism and of copyright.</td>
<td>Inadequately cites ideas and information of others; does not use APA format; does not demonstrate an awareness or understanding of plagiarism or of copyright.</td>
<td>Not Observed</td>
</tr>
<tr>
<td>Attractive Design</td>
<td>Makes excellent use of color, graphics, text, space, etc. to enhance the presentation.</td>
<td>Makes use of color, graphics, text, space, etc., but occasionally these detract from the presentation.</td>
<td>Use of color, graphics, text, space, etc., but these often distract from the presentation content.</td>
<td>Not Observed</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Writing</td>
<td>0 - 3 minor errors; Grammar, punctuation, and capitalization rules are followed; Writing can clearly be understood on the first read; Polished and professional.</td>
<td>4 - 6 minor errors; Strong writing.</td>
<td>7 - 12 minor errors; Some sentences may lack clarity.</td>
<td>More than 13 errors; Writing is not easily understood.</td>
</tr>
<tr>
<td>Lesson Plan (P-12 Students)/Follow up (Faculty Presentation)</td>
<td>Lesson Plan includes the following components: standards, objectives, materials, procedures, assessment, and closure. <strong>AND</strong> Follow up includes a description, in detail, of three actions you would take to support teachers after the faculty presentation.</td>
<td>Lesson Plan is missing one of the components: standards, objectives, materials, procedures, assessment, and closure. <strong>AND</strong> Follow up includes a description, in detail, of two actions you would take to support teachers after the faculty presentation.</td>
<td>The Lesson Plan is missing two or more of the following components: standards, objectives, materials, procedures, assessment, and closure. <strong>AND</strong> Follow up includes a description, in detail, of one action you would take to support teachers after the faculty presentation.</td>
<td>Not Observed</td>
</tr>
<tr>
<td>Assessment and Evaluation of P-12 Student Learning</td>
<td>Assesses the impact of student learning through both formal and informal assessments after the lesson is completed.</td>
<td>Assesses the impact of student learning through one assessment after the lesson is completed.</td>
<td>Shows little or no evidence of assessing student learning.</td>
<td>Not Observed</td>
</tr>
</tbody>
</table>
Collaborative Information Literacy Lesson

Guidelines

The purpose of the Collaborative Information Literacy Lesson is to assess your ability to successfully teach an information literacy lesson and collaborate with a classroom teacher. The lesson you develop collaboratively should address at least ONE of the NINE AASL learning standards described in *Empowering Learners: Guidelines for School Library Media Programs* (AASL, 2009, pp. 12-13). These 9 AASL learning standards are also referred to as “Common Beliefs.” The lesson will also address ALA/ AASL Standards for Initial Preparation of School Librarian - Standard 1: Teaching for Learning.

The lesson plan, results of pretest and posttest assessments, and self-reflection essay should be submitted to Tk20 before the end of the semester in which you are enrolled. **The supervising librarian and the collaborating classroom teacher should use the provided Rubric for the Assessment of the Information Literacy Collaborative Lesson and write informal evaluative comments, and submit the rubric with comments to your supervising professor via her email account.** See the syllabus for due dates.

Carefully read the guidelines for the collaborative lesson. You will need to make arrangements for your portion of the collaborative lesson to be video recorded and shared with your supervising professor. In addition, certain components of the lesson must be submitted to TK20. Also required: Signed and dated evaluations by (1) the collaborating teacher and (2) your supervising librarian or principal must be emailed to your supervising professor. A paragraph or brief letter accompanying the Collaborative Lesson Rubric are sufficient for an assessment of the collaborative lesson by each assessor; i.e., one from the collaborating teacher and another from your supervising librarian. The rubric should contain the assessment for each criterion on the rubric itself. Highlighting checkmarks, or some other method of identifying the performance rating is acceptable. A copy of the Rubric for the Assessment of the Information Literacy Collaborative Lesson is included in this handbook.

**Project Outline:**

**Collaborative Lesson Plan**

In the role of librarian, collaborate with a teacher to plan, present, and assess a library media information literacy collaborative lesson to a grade level class of your choice. Your plan should integrate curricular content with information skills, including print or technology or both. Your role as librarian and the role of the collaborating teacher should be clearly stated. The lesson plan should include goals, objectives, activities, and assessments, and should be based upon at least ONE of NINE AASL learning standards. (Please use Template for the Information Literacy Collaborative Lesson provided in this handbook.)
Presentation of Lesson – Instructions for Video Recording

The lesson presented should be a minimum of 15 to 30 minutes in length but could be a lesson that extends over several days or class periods. A video recording of your teaching portion of the lesson must be made and shared with the supervising professor. You may save your recording to a website, YouTube, or some other digital saving site. If you need to convert your video to a more popular format, you may want to use Online-Convert.com (http://www.online-convert.com/). What you want to do is make this video easily accessible to the supervising professor. If you password protect your content, then you will need to grant access to your supervising professor. Mailing the video on CD-ROM to the supervising professor may be a better option for you. If this is the case, then you are responsible for making sure the video arrives by the due date posted in the course syllabus.

Assessment of Lesson

A. By students:

Pretest and Posttest of Student Learning: You and the collaborating teacher should devise a clear way to assess prior knowledge of the information to be covered in the lesson and the outcome or impact of the lesson on students, as appropriate to the grade level you are working with. You are not limited to the following suggested means of assessing literacy skills: checklists, rubrics, conferencing, journaling, and portfolios. A compilation of the assessment instrument or a description of results should be included in your self-reflection of the lesson.

Examples of P-12 Students’ Work: During the teaching and assessment of the lesson, you should select three examples of P-12 students’ work (one low, one middle, and one high performing students). Include these examples with the lesson plan that you submit for this assignment. These examples should assist you in your self-reflection of the lesson.

B. By supervising librarian or principal:

If you are currently working as a librarian, a principal or district library coordinator should evaluate your lesson using the required rubric and email the results to your supervising professor.

If you are a teacher interning in a library, your supervising librarian should evaluate your lesson using the required rubric and email the results to your supervising professor.

C. By teacher:

The collaborating teacher should email the required rubric and evaluative comments about the lesson’s success to your supervising professor.

Detailed Self-Reflection of the Collaborative Lesson Essay

(Included as a section of the Information Collaborative Lesson Plan)
Write an essay of 500-1,000 words reflecting upon the planning, presentation, and assessment of the collaborative lesson experience. Describe the demographics of your class (number of students, number of boys, number of girls, ethnic identification of students, number of special students, etc.). Include a statement about the results of your lesson. Ask yourself questions such as the following:

- What worked well?
- What would I do differently in another information literacy lesson?
- Did we each contribute well to the process of planning, presenting, and assessing?
- Did we make an impact on student learning?
- Did we encourage “a spirit of inquiry” among students?
- How did we know that students were successful in learning?

**Summary of Collaborative Lesson Assessment:**

1) Complete the Template for the Information Literacy Collaborative Lesson Plan and submit to Tk20 as an artifact. Be sure to include your self-reflection of the collaborative experience. 

2) **Supervising librarian or principal and collaborating teacher** email the Rubric for the Assessment of the Information Literacy Collaborative Lesson with additional comments to the supervising professor.

**Rubric for the Assessment of the Information Literacy Collaborative Lesson**

<table>
<thead>
<tr>
<th></th>
<th>Target 10-14 points</th>
<th>Acceptable 4-9 points</th>
<th>Unacceptable 1-3 points</th>
<th>Not Observed 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Learners and Learning</td>
<td>Models and promotes a knowledge of learners and learning.</td>
<td>Demonstrates knowledge of learners and learning.</td>
<td>Demonstrates some knowledge and understanding of learners and learning.</td>
<td>Knowledge of learners and learning was not observed.</td>
</tr>
<tr>
<td>Delivery of Inquiry-based Information Literacy Lesson</td>
<td>Demonstrates well the principles of effective teaching and learning through use of an inquiry-based lesson, including students with diverse learning styles and physical and intellectual</td>
<td>Adequately demonstrates the principles of effective teaching and learning through use of an inquiry-based lesson for all students.</td>
<td>Demonstrates little or no evidence of the principles of effective teaching and learning through use of an inquiry-based lesson for all students.</td>
<td>Delivery of lesson was not observed.</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>Collaborates with a classroom teacher to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.</td>
<td>Collaborates with a classroom teacher to reinforce a few reading instructional strategies to ensure P-12 students are able to create meaning from text.</td>
<td>Demonstrates little or no evidence of knowledge and use of reading instructional strategies for P-12 students.</td>
<td>Evidence of knowledge and use of instructional strategies for P-12 students not observed.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lesson Strategies</td>
<td>Employs at least three instructional strategies, including at least one digital-age strategy.</td>
<td>Employs two instructional strategies, including one digital-age strategy.</td>
<td>Employs only one instructional strategy.</td>
<td>Lesson strategies were not observed.</td>
</tr>
<tr>
<td>Lesson Impact on Student Learning</td>
<td>Assesses the impact of student learning through both formal and informal assessments after the collaborative lesson is completed.</td>
<td>Assesses the impact of student learning through one assessment after the collaborative lesson is completed.</td>
<td>Shows little or no evidence of assessing student learning.</td>
<td>Assessments of student learning were not observed.</td>
</tr>
<tr>
<td>Collaborates with a Classroom Teacher to Design, Implement, and Evaluate an Inquiry Lesson</td>
<td>Models, shares, and promotes effective principles of teaching and learning in the role of school librarian and as a collaborative partner with a classroom teacher, and with one other member of the learning community.</td>
<td>Models, shares, and promotes effective principles of teaching and learning in the role of school librarian and as a collaborative partner with a classroom teacher.</td>
<td>Shows little or no evidence of modeling, sharing, or promoting effective principles of teaching and learning.</td>
<td>Evidence of modeling, sharing, or promoting effective principles of teaching and learning are not observed.</td>
</tr>
<tr>
<td>Collaborative Lesson</td>
<td>Advocates for 21st-Century</td>
<td>Demonstrates how to</td>
<td>Shows little or no evidence of using</td>
<td></td>
</tr>
<tr>
<td>literacy skills and demonstrates how to collaborate with a classroom teacher using AASL Standards for the 21st-Century Learner and School Library Programs: Standards and Guidelines for Texas, including the use of multiple literacies. Integrates the use of emerging technologies to support conceptual understanding, critical thinking, and creative processes.</td>
<td>collaborate with a classroom teacher using AASL Standards for the 21st-Century Learner and School Library Programs: Standard and Guidelines for Texas, including the use of multiple literacies. Integrates the use of emerging technologies to support conceptual understanding, critical thinking, and creative processes.</td>
<td>AASL Standards for the 21st-Century Learner and School Library Programs: Standards and Guidelines for Texas, or for integrating emerging technologies into a collaborative lesson.</td>
<td></td>
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</tbody>
</table>
Template for Information Literacy Collaborative Lesson

(Don’t forget to send your video to your supervising professor as soon as possible.)

Classroom teacher’s name: __________________________

School librarian’s name (intern’s role): __________________________

Other team members’ names and roles (if applicable): __________________________

Title of Lesson: ___________________________________________________

Intended Grade Level(s): ______

Number of Students Involved: _____

Demographics of Students Involved: (# or %)

<table>
<thead>
<tr>
<th>Gender</th>
<th># or %</th>
<th>Race</th>
<th># or %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys:</td>
<td></td>
<td>American Indian and Alaska Native:</td>
<td></td>
</tr>
<tr>
<td>Girls:</td>
<td></td>
<td>Asian:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Black or African American:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Hispanic or Latino:</td>
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</tr>
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<td></td>
<td></td>
<td>Native Hawaiian and Other Pacific Islander:</td>
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<tr>
<td></td>
<td></td>
<td>White:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Other Race Alone:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two or more races:</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
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</table>

Length of Lesson (Number of periods, days, minutes, etc.): _________________

AASL Standards for the 21st Century Student Learner (pages 11-16 –Nine Common Beliefs and Learner Use Skills, Resources, and Tools Framework in Empowering Learning (2009)). Address at least one of nine beliefs. You may simply check the one(s) that are applicable for this lesson:

☐ (1) Reading is a window to the world.
☐ (2) Inquiry provides a framework for learning.
☐ (3) Ethical behavior in the use of information must be taught.
☐ (4) Technology skills are crucial for future employment needs.
☐ (5) Equitable access is a key component for education.
☐ (6) The definition of information literacy has become more complex as resources and technologies have changed.
☐ (7) The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
☐ (8) Learning has a social context.
☐ (9) School libraries are essential to the development of learning skills.

Literacy Information Skill:

Reading Instructional Strategies:

Goals and Objectives of the Lesson:

What Is the Problem to Be Solved? Use inquiry method.

What do students already know? (Pre-assessment)

Proposed Learning Activities and Products:

<table>
<thead>
<tr>
<th>Date mm/dd/yy</th>
<th>Time Needed</th>
<th>Learning Activity</th>
<th>Product</th>
<th>Formative Assessment? (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

List of Materials and Technology Needed for Lesson:

<table>
<thead>
<tr>
<th>Resources</th>
<th>Student Use</th>
<th>Teacher Use</th>
<th>Librarian Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Responsibilities of Each Team Member (What will each of you do/teach in the lesson?)

<table>
<thead>
<tr>
<th>Date</th>
<th>Team Member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Description of Information Literacy Skills Integrated into the Lesson:

Description of how and why lesson was tailored to this particular grade level and class of students, including which “best practices” were used:

Description of How Student Learning Was Assessed (Summative Assessment):

What was the Impact on Student Learning? (Be specific about results of lesson. Include a brief reflection of the impact on student learning. Is a follow-up lesson needed? How would you change the lesson if you taught it again?)

Description of How the Collaborative Planning Process Was Beneficial:

Your Detailed Self-Reflection of the Collaborative Lesson:

Note: Informal assessments should be emailed to the supervising professor from the collaborating teacher and from the observing supervising librarian or principal as soon as possible after the lesson is completed.
Revised: March 27, 2014
Composite Journal Entries

The composite journal entries assignment is submitted to Tk20. This assignment requires you to merge all of your journal entries submitted (five times) into one document. Along with these entries you should include the chart that documents the hours and dates of your internship. Check the Blackboard course for the due date for this assignment.

Dispositions and Diversity Proficiencies Standards (DDPS)

The Department of Library Science is one of four departments in the College of Education. The college is accredited by the National Council for Accreditation of Teacher Education (NCATE). All departments in the college contribute to this vital accreditation of programs, including the library science program. A piece of national accreditation is collection of data to show that graduate students are meeting the required standards for each program. Without this vital data our programs and our college would not be accredited. It’s important to you as a professional librarian to earn a Master of Library Science degree from an accredited college.

Tk20 is a data collection program that the College of Education (COE) uses to demonstrate that the college meets NCATE standards. There are eight assessments that the library science department has been conducting since 2006. These assessments are required in specific courses (LSSL 5337, 5366, 5370, 5385, 5391, 5396) and submitted to Tk20. In 2008 and 2012 the Department of Library Science continued to hold its designation as a nationally recognized program, due to the success of our candidates in these eight assessments. In 2010, the College of Education successfully passed its review by NCATE, continuing its accreditation. The next accreditation cycle for COE is in 2015.

In Summer of 2010, an additional and important assessment was added that was recommended by NCATE:
1) Varied field experiences with diverse P-12 students, and
2) Providing evidence of professional dispositions and diversity proficiencies.

This assessment is entitled “Dispositions and Diversity Proficiencies Standards” (DDPS) and must be submitted to Tk20 during in this course as the culminating activity regarding the DDPS.

Submission of specific DDPS artifacts in the LS program is required in first in LSSL 5370. The final submission for DDP is in LSSL 5366 Library Internship. As a library science program candidate, you are required to submit evidence of your professional dispositions and diversity proficiencies in this course. In the Blackboard online course, you will find more details about how, why, and what to submit.

Thank you for your attention to all assessments that must be submitted to Tk20.
Passing the Pretest for TExES Certification Test for School Librarian (150)

Prior to, but most likely during your internship, you will need to pass the pretest that the library science program offers each semester. This pretest is required prior to you being able to register for and take the TExES certification test for School Librarian (150). Many library science candidates who have not passed the pretest on their first attempt have not prepared for the pretest. To help you prepare, a list of materials and supporting information may be found in the Blackboard Organization course for LSSL Graduate Students.

If for some reason you do not pass the pretest, you are required to have remediation. You should discuss your pretest results with the Library Science Department Chair as soon as possible. The two of you will determine what type of remediation is best for your learning and successful completion of the TExES certification exam.

Supervising Librarian's Assessment of Overall Intern Performance

This end-of-the-semester assessment by your supervising librarian is based upon the latest ALA/AASL standards. To prepare yourself for this evaluation, the faculty recommends that you refer to the following document available through a simple online search: “2010 ALA/AASL Standards for Initial Preparation of School Librarians.”

This assessment instrument will be available through Tk20 to your supervising librarian (or principal or district coordinator for interns who are currently working as librarians) and to your supervising professor. You will need to submit basic information about you and your supervising librarian or principal as requested in the brief form included in this handbook, entitled “Intern Information for Tk20.” As soon as the semester officially begins, please provide this information to your supervising professor. During the semester your supervising librarian or principal will receive a message from the Tk20 administrator inviting your supervising librarian or principal to complete the instrument. At that time, directions will be available to both you and your supervising librarian or principal. Completing the assessment instrument will mean clicking on 20+ buttons corresponding to each element and choosing either N/A (not applicable or not observed), unacceptable, acceptable, or excellent. If your supervising librarian or principal would like to comment on your performance, there will be a box available for optional comments. It is in the comment box where your supervising librarian or principal has the opportunity to provide information about your professional dispositions.

Your supervising professor will complete the same assessment instrument in Tk20 based upon the ALA/AASL Standards for Initial Preparation of School Librarians (2010). As you document your hours and experiences in your journal, you will generate a table that shows how you have addressed each of the five standards. This table will be the basis of your professor’s assessment; you will want it to be as complete and accurate as possible. Ideally, you will
document at least one activity for each of the 20 elements, but that may not be possible to satisfy each detail of each element.

**Example of Professional Dispositions for Interns**

**Information for Supervising Librarians, Principals, and District Coordinators**

A disposition is a behavioral characteristic, either positive or negative, reflecting a candidate’s potential ability to succeed as a master’s candidate and ultimately as a school librarian. Please assess the library intern according to the following desirable behaviors by including comments where appropriate in Tk20 along with information related to the disposition. Thank you for taking the time to include these dispositions in your comments and for participating in this valuable process.

1. **Exhibits ethical behavior.**
   Examples:
   - Supports intellectual freedom and privacy of users.
   - Adheres to and communicates legal and ethical policies as well as codes of the profession.
   - Models, shares, and promotes ethical and legal principles of education and librarianship.

2. **Exhibits effective communication skills.**
   Examples:
   - Contributes appropriately to class discussions.
   - Writes with clarity and competence.
   - Articulates ideas and information appropriately to all school personnel.
   - Understands the importance of gathering and communicating data to support planning and decision-making.

3. **Respects diverse ideas and values.**
   Examples:
   - Demonstrates the importance of meeting diverse user needs.
   - Demonstrates that all students can learn regardless of diverse abilities, needs, and learning styles.

4. **Collaborates with others.**
   Examples:
   - Works collaboratively with the school community to develop and improve the library media program.
   - Works successfully with others.
   - Models and promotes collaborative planning with classroom teachers and other education professionals.

5. **Exhibits leadership.**
Examples:
• Plans and organizes.
• Advocates for, supports and facilitates flexible and open access to resources, services, and information in all formats as well as the library media center and its services.
• Models personal responsibility and willingness to undertake a leadership role.
• Understands the importance of being involved in school and district committees and staff development.
• Advocates for the role of the library media center as an important component in the overall school program.
• Understands the importance of professional publications and involvement with professional associations.

6. **Exhibits graduate level/professional behaviors.**
   Examples:
   • Attends all required class meetings on time.
   • Completes assignments by due dates.
   • Shows respect for professors by listening and responding appropriately.
   • Shows respect for classmates as colleagues by listening and responding appropriately.
   • Accepts constructive criticism of course work.
   • Demonstrates technological competence and current knowledge of technological developments.
   • Advocates for instruction in information skills as an integral part of the curriculum.
   • Pursues self-learning strategies to keep current with developments in the field.
   • Enjoys reading.
Your Experience

The Library Science department faculty and staff want your internship experience to be beneficial to your development as a school librarian. If at any time we may be of service to you, please let us know. We will do our best to guide you during your internship experience and provide you the information you need.

Chair of the Library Science Department: Dr. Holly Weimar at 936-294-1150 or haw001@shsu.edu
Secretary of the Library Science Department: Ms. Rebecca Lewis at 936-294-1151 or rjl006@shsu.edu
Fax for the Library Science Department: 936-294-1153

Address for the Library Science Department:
Library Science Dept.
Box 2236, AB4, Room 431
Huntsville, TX 77341