

**DEPARTMENT OF LIBRARY SCIENCE
COLLEGE OF EDUCATION
SAM HOUSTON STATE UNIVERSITY**

**HANDBOOK FOR
LIBRARY INTERNSHIP
LS 566
(For Library Interns)**

Revised July 2008

INTRODUCTION TO INTERNSHIP

Prerequisites for LS 566 Library Internship are 530, 532, 534, 537, 560, 570, and 585.

Formal application for internship should be made the semester prior to registration for LS 566 Library Internship. Contact the Internship Coordinator of the Department of Library Science for approval of tentative arrangements for your internship. Dr. Chance is the Internship Coordinator and can be reached at rxc001@shsu.edu.

The **Application for Library Internship LS 566** 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 notify the Department of Library Science professor directing the internship program at the time the application is made if you need help in getting placed in a library. If you have made arrangements, this should be noted on your application form. Completed copies of the internship application forms should also be given or sent to the supervising librarian. An internship requires **130 clock hours** of on-site supervised library work experience. (If you are already working as a librarian, please see a separate handbook for Novice Librarians.)

During one semester interning in a school library your tasks and responsibilities will vary. Categories and Standards of The American Association of School Librarians (AASL) provide a framework for these tasks and responsibilities. To be able to evaluate your competence in four Categories, you will need to choose tasks and responsibilities which demonstrate your understanding of the Standards within each Category. In other words, you will demonstrate your competence in each of the following Categories:

- 1.0 Use of Information and Ideas
- 2.0 Teaching and Learning
- 3.0 Collaboration and Leadership
- 4.0 Program Administration

See the list of AASL Standards below for details about Categories.

REQUIREMENTS FOR LIBRARIANS SUPERVISING LS 566 INTERNS

Librarians supervising LS 566 student interns must:

1. Hold a **MLS** and/or certification as a librarian. Preference will be given to librarians with additional courses in supervision.
2. Have at least three years of experience as a school librarian.
3. Show evidence of professional growth on a continuing basis, via attendance at conferences, workshops, etc.
4. Be willing to commit time and show an interest in working with an intern.
5. Be in charge of a school library providing a full range of services.
6. Fax or mail an **Application for Librarians Supervising LS 566 Interns** (this form is included in this packet) to the Department of Library Science. Fax #: 936-294-1153; Address: SHSU, P. O. Box 2236, Huntsville, TX 77341.

INSTRUCTIONS FOR INTERNS

READ **OFTEN** DURING YOUR INTERNSHIP.

1. Before enrolling in LS 566 potential interns **MUST** participate in a Graduate Seminar after completing six hours in the library science program. The Graduate Seminar is intended to provide information early in the program about electronic portfolios and the connection with internship. You will **NOT** be allowed to enroll in LS 566 without verification from a professor that you have attended a Graduate Seminar.
2. After obtaining a **Handbook for Library Internship** from the Department of Library Science by phoning or emailing the Internship Coordinator (Dr. Chance), fill out the **Application for Library Internship** form, attach a photograph, a resume, and a sample letter of application for a librarian position. The application form and attached documents should be typed or word-processed.
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 librarian supervisor requirements closely. Do not request an intern site administered by an individual who does not meet these requirements. Ask the librarian beforehand if she is willing to work with you. Don't assume that she is.
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, both you 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 www.ala.org/alaorg/oif/ethics.html.
5. Review the **Supervising Librarian's Assessment of Intern Performance** during your first meeting with your supervising librarian so she is aware of the Standards you will be assessed on as you complete your 130-hour internship. Give her a copy of assessment instruments at the beginning of your internship. The assessment consists of Standards set by the American Association of School Librarians (AASL). For more detail about the AASL Standards read the complete list of standards included in this handbook and share the list with your supervising librarian.
6. In addition to the Supervising Librarian's Assessment of Intern Performance, carefully review a dispositions assessment instrument with your supervising librarian: **Supervisor's Assessment of Intern's Dispositions**. Complete the **Self-Assessment Dispositions** instrument and send it by fax or email to your supervising professor **during the first month** of your internship. Ask your supervising librarian to complete the second instrument once you have completed your 130-hour internship.
7. **Recommended Reading:**
Information Power: Building Partnerships for Learning. 1998. Chicago: ALA.
Loertscher, David V. 2002. *Reinventing Your School's Library in the Age of Technology: A Guide for Principals and Superintendents*. Salt Lake City, UT: Hi Willow Research and Publishing. Available only from <http://www.lmcsource.com>. ISBN: 0-931510-79-1. Single source.
8. Before completing 130 hours as an intern you are required to present a collaborative lesson with a classroom teacher while you assume the role of a librarian. Carefully read the requirements for the lesson at the end of this handbook. The lesson counts 25 points out of 100 for your internship. Components of the

lesson must be submitted to TK20; signed evaluations must be faxed to your supervising professor. A rubric is included for your information.

9. 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.

10. Complete a minimum of 130 clock hours of library related duties, in one or more 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.

11. **On a weekly basis**, mail, email, or fax your daily journal/log of library-related duties you perform to your supervising professor. 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 Example of Journal Entry in this handbook for a list of required information. A selection of photographs of the displays, projects, activities, and other duties you are performing during your internship should be sent to the supervising professor OR presented to her during a visit to assist her in evaluating your performance.

12. 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 to observe you working with students and/or faculty, if possible, and when you have time to discuss your internship experience. With your e-mail or phone invitation, include a choice of three dates and directions to the site.

13. Periodically review the **Supervising Librarian's Assessment of Intern Performance** with your supervising librarian. As you review the 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**.

14. At the conclusion of your internship, **write a self-reflection of your library experience**. Reflect on how this internship has culminated in your preparation as a librarian, helping you feel more confident in attaining a position as a librarian. Submit your self-reflection to TK20 before the end of the semester.

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

16. When you have completed your internship, ask your supervising librarian to fax **(936-294-1153)** or mail copies of the completed and signed **Supervising Librarian's Assessment of Intern Performance** and **Supervising Librarian's Assessment of Intern's Dispositions** to your supervising professor at P. O. Box 2236, Sam Houston State University, Huntsville, Texas, 77341. Please give your supervising librarian(s) a stamped envelope already addressed if she is mailing the forms. If you have interned with more than one librarian, these forms must be given to each one.

17. When you have completed the internship process, send a thank-you letter to your supervising librarian as well as a thank-you letter to either the school district librarian and/or the principal along with a copy to the supervising librarian.

- 18. When you have completed the hours necessary for Library Certification and want it attached to your teaching certificate, you will need to do the following:**
- 1. Go to SBEC's web site at www.sbec.state.tx.us. Then to SBEC online, and then to Applicants/Educators [at the bottom of the page]. Clicking on Applicants/Educators will take you to a secure site. Follow the directions to locate an application.**
 - 2. Print an application, complete the information needed, and send it to SBEC. As soon as SBEC receives it, they will forward a form to our Certification Officer to verify you have completed the program. After these steps are completed, you will receive an e-mail in about three days stating that you can go online and retrieve a virtual copy of your certificate. [Note: This process is subject to change.]**
19. 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.

**DEPARTMENT OF LIBRARY SCIENCE
SAM HOUSTON STATE UNIVERSITY
APPLICATION FOR LIBRARY INTERNSHIP
LS 566**

Name: _____

Address: _____

City: _____ Zip: _____

Business Phone: _____ Home Phone: _____ e-mail: _____

SAM ID Number: _____ **Semester** for which you intend to register for the class: _____

Please list library preference(s) (or give the school district or city in which you wish to complete your internship). The librarian must meet the requirements listed in the Handbook for Library Internship LS 566.

<u>Library</u>	<u>Location and Phone #</u> (Please give complete address of school)	<u>Librarian</u>
1. _____	_____	_____
2. _____	_____	_____

I wish to do my internship during the following time period: (Give suggested dates and time of day.)

List the Library Science courses you have completed. (LS 530, 532, 534, 537, 560, 570, and 585 are prerequisites.)

_____	_____	_____
_____	_____	_____
_____	_____	_____

List the Library Science courses in progress. Arrange by course number and name.

Are you currently working as a librarian? If so, where? If not, what position do you hold?

You may do your internship in only one (1) level OR two (2) levels (i.e., elementary, intermediate, middle, junior or high school). Indicate the two in which you are most interested:

1. _____ 2. _____

Intern Signature and Date:

**DEPARTMENT OF LIBRARY SCIENCE
SAM HOUSTON STATE UNIVERSITY
LIBRARY INTERNSHIP
LS 566
INTERNSHIP CHECKLIST**

This checklist is to be used as a source of information and a quick help to keep track of your internship responsibilities. Arrangements for your internship are not complete until Items 2-6 have been received by your supervising professor. This checklist is for your information and does not need to be sent to a supervisor.

1. Graduate Seminar attendance (Seminars are offered in two locations each semester; you must attend one before beginning your internship.)
2. Application for internship (See form in this handbook.)
3. Resume (See sample in this handbook.)
4. Letter of job application to a school or school district for a librarian position (See sample in this handbook.)
5. Photograph of yourself – appropriately professional
6. Application by supervising librarian
7. Phone call or email message to your supervising professor as soon as you have completed and sent Items 2-6.
8. Self-assessment dispositions completed early in the semester and sent to supervising professor
9. Journal entries (to be sent WEEKLY to supervising professor) (See sample journal entries in this handbook).
(25 points for journal entries and visit combined)
10. Arrangements made for visit of supervising professor after the completion of 100 hours in internship school
11. Photographs of library activities
12. School library visit by supervising professor after completion of 100 hours
13. Collaborative Information Literacy Lesson Plan submitted to TK20; signed assessment of lesson by classroom teacher faxed to supervising professor (25 points)
14. Completion of 130 hours in internship school library
15. Completion of appropriate journal entries for 130 hours
16. Internship reflection submitted to TK20
17. Thank-you letters sent to school library supervisors
18. Supervisor assessment and dispositions assessments completed, signed, and faxed to supervising professor BY supervising librarian (50 points)

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**RESUME
(Use as a suggested guide)**

Name
Address
Telephone 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	Plan to receive MLS degree from Sam Houston State University in December. 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 telephone numbers.)

SAMPLE LETTER ACCOMPANYING THE RESUME

Date

Contact Person and address

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 2007 with a Master of Library Science degree. I have taken the TExES exam and received a score of 90.

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. NOTE: This letter will not actually be sent.

SAMPLE JOURNAL ENTRY

Your name: Sue Smith
Date of entry: January 10, 2007
Dates of work week: January 3 and 4; Wednesday and Thursday
Hours worked: 8:30 a.m. to 12:30 p.m.
Hours worked to date: 10 out of 130
AASL Category: 1.0 Efficient and Ethical Information-Seeking Behavior
Name of Activity: Research Projects on Consumer Needs

Objective of Activity: To gain experience in library instruction and to help students with using reference materials.

Description of Activity:
After careful instruction and preparation, I was assigned five students who needed to do research projects on consumer needs. I instructed them in the use of the online catalog and showed them how to use print resources and other online databases. I discussed the general resources in the reference collection, highlighting the tools that might be the most useful for their research. We did a number of online searches using the search terms "consumer needs" while noting other terms or keywords that may also result in relevant hits. (Note: Enclose copies of any teaching materials you used.)

Evaluation of Activity:
The English teacher had helped the students select a topic and instructed them on the format in which the research project should be done. It was my duty to teach them how to use the reference materials that would specifically provide the information needed. I thoroughly enjoyed this activity. I think I learned more about the tools we used than the students did. (Note: You would list the individual topics the students are assigned and which tools you taught.)

Note: The narrative examples above for description and evaluation of an activity represent MINIMAL narration length.

**APPLICATION
FOR
LIBRARIANS SUPERVISING INTERNS
DEPARTMENT OF LIBRARY SCIENCE
LS 566**

Name of Intern: _____

Name: _____

Position: _____

Independent School District: _____

School: _____

School Address: _____

Phone Number: _____

Email Address: _____

Number of years you have worked as a librarian: _____

Number of years you have worked as a classroom teacher: _____

Institutions which granted the following:

Library Certification: _____

Master's Degree: _____

Undergraduate Degree: _____

Other colleges or universities attended: _____

Other qualifications: (publications, professional association membership, technology coordinator, etc.)

Librarian Signature/Date:

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 national information literacy standards described in Chapter Two of *Information Power: Building Partnerships for Learning*.

The lesson plan, results of 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 a classroom teacher should write informal evaluative comments, signed and faxed to your supervising professor. All elements of the lesson are due before the end of the semester.

Project Outline:

- I. Collaborative Lesson Plan
In the role of librarian, collaborate with a teacher to plan, present, and assess a library media instruction 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 information literacy standards.
- II. Presentation of Lesson
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.
- III. Assessment of Lesson
 - A. By students
You and the collaborating teacher should devise a clear way to assess 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. Results of the assessment instruments should be submitted to TK20.
 - B. By supervisor
If you are a Novice Librarian, a principal or library coordinator should evaluate your lesson and fax the results to your supervising professor.
If you are a Library Intern, your supervising librarian should evaluate your lesson and fax the results to your supervising professor.
 - C. By teacher
The collaborating teacher should fax evaluative comments about the lesson's success to your supervising professor.
- IV. Self-Reflection Essay
Write an essay of 500-1,000 words reflecting upon the planning, presenting, assessing 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.). 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?

Note: See assessment rubric below for your information.

Components/AASL Standards	Unacceptable 79% and below	Acceptable 80-89%	Target 90-100%	Scoring and Comments
Collaborative lesson: <i>2.1 Knowledge of learners and learning</i> <i>2.2 Effective and knowledgeable teacher</i> <i>2.3. Information literacy curriculum</i>	Candidate developed an information literacy lesson plan which was in isolation from content curriculum. Candidate did not demonstrate any knowledge or use of AASL national information literacy standards. Candidate did not collaborate with a classroom teacher.	Candidate demonstrated some knowledge and use of AASL national information literacy standards and an understanding of human development, learning theory, and instructional design. Candidate collaborated with a classroom teacher to co-plan, co-teach, and co-assess information skills instruction. Candidate employed strategies to integrate the information literacy curriculum with content curriculum. Candidate's collaborative lesson plan includes goals, objectives, activities, and assessments.	Candidate demonstrated knowledge and use of AASL national information literacy standards and an understanding of human development, learning theory, and instructional design. Candidate demonstrated elements of differentiation and instructional adaptations for students with exceptionalities and incorporated authentic learning opportunities. Candidate collaborated with a classroom teacher to co-plan, co-teach, and co-assess information skills instruction. Candidate employed strategies to integrate the information literacy curriculum with content curriculum. Candidate's collaborative lesson plan includes attainable goals, clear objectives, appropriate activities, and measurable assessments.	(50 points)
Assessments by students, supervisor, and classroom teacher: <i>2.1 Knowledge of learners and learning</i> <i>2.2 Effective and knowledgeable teacher</i> <i>2.3 Information literacy curriculum</i>	Candidate received unfavorable ratings from supervisor and collaborating classroom teacher. Candidate's lesson showed negative impact on student learning.	Candidate received favorable ratings from supervisor and collaborating classroom teacher. Candidate's lesson showed marginal impact on student learning.	Candidate received outstanding ratings by supervisor and collaborating classroom teacher. Candidate's lesson showed a positive impact on student learning.	(25 points)
Self-reflection essay: <i>2.3 Information literacy curriculum</i>	Candidate does not imagine ways to become a catalyst in generating a spirit of inquiry within the school.	Candidate imagines a few ways to become a catalyst in generating a spirit of inquiry within the school.	Candidate imagines many ways to become a catalyst in generating a spirit of inquiry within the school.	(25 points)

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Of Intern Performance

Name of Intern: _____

Based on your experience with this intern, please rate him or her by checking the appropriate level for each of the elements below based on standards of the American Association of School Librarians (AASL). A copy of the standards is available from your intern. Please fax the completed, signed form to the supervising professor at the Department of Library Science (936-294-1153). Please feel free to attach comments to this assessment. Thank you for your supervision of this intern!

1. Use of Information

	Unacceptable	Acceptable	Excellent
1.1 Efficient and ethical information-seeking behavior			
1.2 Literacy and reading			
1.3 Access to information			
1.4 Stimulating learning environment			

2. Teaching and Learning

	Unacceptable	Acceptable	Excellent
2.1 Knowledge of learners and learning			
2.2 Effective and knowledgeable teacher			
2.3 Information literacy curriculum			

3. Collaboration and Leadership

	Unacceptable	Acceptable	Excellent
3.1 Connection with library community			
3.2 Instructional partner			
3.3 Educational leader			

4. Program Administration

	Unacceptable	Acceptable	Excellent
4.1 Managing information resources: Selecting, organizing, using			
4.2 Managing program resources: Human, financial, physical			
4.3 Comprehensive and collaborative strategic planning and assessment			

Supervising Librarian's printed name, signature, and date: _____

Library/School District: _____

American Association of School Librarians (AASL) Standards

- 1. Use of Information and Ideas.** School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

Efficient and ethical information-seeking behavior

- 1.1a Candidates model strategies to locate, evaluate and use information for specific purposes.
- 1.1b Candidates identify and address student interests and motivations.
- 1.1c Candidates interact with the learning community to access, communicate and interpret intellectual content.
- 1.1d Candidates adhere to and communicate legal and ethical policies.

Literacy and reading

- 1.2a Candidates are aware of major trends in reading material for children and youth.
- 1.2b Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners.
- 1.2c Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.

Access to information

- 1.3a Candidates support flexible and open access for the library media center and its services.
- 1.3b Candidates identify barriers to equitable access to resources and services.
- 1.3c Candidates facilitate access to information in print, nonprint, and electronic formats.
- 1.3d Candidates comply with and communicate the legal and ethical codes of the profession.

Stimulating learning environment

- 1.4a Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center.
- 1.4b Candidates identify relationships among facilities, programs, and environment that impact student learning.
- 1.4c Candidates plan and organize library media centers according to their use by the learning community.

- 2. **Teaching and Learning.** School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning.

2.1. Knowledge of learners and learning

- 2.1a Candidates design library media instruction that assesses learner interests, needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction.
- 2.1b Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities, and needs.
- 2.1c Information skills instruction is based on student interests and learning needs and is linked to student achievement.

2.2 Effective and knowledgeable teacher

- 2.2a Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction.
- 2.2b The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools.
- 2.2c Candidates analyze the role of student interest and motivation in instructional design.
- 2.2d Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.

2.3 Information literacy curriculum

- 2.3a Candidates employ strategies to integrate the information literacy curriculum with content curriculum.
- 2.3b Candidates incorporate technology to promote efficient and equitable access to information beyond print resources.
- 2.3c Candidates assist students to use technology to access, analyze, and present information.

- 3. **Collaboration and Leadership.** School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students' learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.

3.1 Connection with library community

- 3.1a Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures.
- 3.1b Candidates articulate the role of their professional associations and journals in their own professional growth.

3.2 Instructional partner

3.2a Candidates model, share, and promote ethical and legal principles of education and librarianship.

3.2b Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.

3.3 Educational leader

3.3a Candidates are able to articulate the relationship of the library media program with current educational trends and important issues.

3.3b Candidates recognize the role of other educational professionals and professional associations.

3.3c Candidates translate for the school the ways in which the library program can enhance school improvement efforts.

3.3d Candidates utilize information found in professional journals to improve library practice.

4. **Program Administration.** School library media candidates administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

4.1 Managing information resources: Selecting, Organizing, Using

4.1a Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs.

4.1b Candidates organize the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice.

4.1c Candidates support intellectual freedom and privacy of users.

4.1d Candidates plan for efficient use of resources and technology to meet diverse user needs.

4.2 Managing program resources: Human, financial, physical

4.2a Candidates develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies.

4.2b Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues.

4.2c Candidates plan adequate space for individuals, small groups and whole classes.

4.3 Comprehensive and collaborative strategic planning and assessment

4.3a Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives.

4.3b Candidates use data for decision-making.

Department of Library Science Self-Assessment Dispositions

A disposition is a behavioral characteristic, either positive or negative, reflecting your potential ability to succeed as a master's student and ultimately as a school library media specialist. Using the scale below, please rate yourself according to the following desirable behaviors by circling or highlighting the appropriate level: low, needs improvement, or high. For each of the six dispositions provide an explanation and/or documentation. Explanations should be brief narratives providing concrete examples of how you meet each disposition. Examples below are suggestions for the **type** of information you might include in your narrative. Please don't include these examples below in your finished document.

1. Exhibits ethical behavior.

Low Needs Improvement High

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.

Low Needs Improvement High

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.

Low Needs Improvement High

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.

Low Needs Improvement High

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.

Low Needs Improvement High

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.

Low Needs Improvement High

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 development in the field.

Enjoys reading.

Student's printed name, signature, and date: _____

(If submitted online, signature is not needed.)

For Faculty use only:

I have reviewed this candidate's Self-Assessment Dispositions.

____ I agree that the items indicated give sufficient evidence that the required dispositions are consistently valued and practiced.

____ I agree that most items indicated give sufficient evidence that the required dispositions are consistently valued and practiced, but I do have concerns as noted and discussion with the student.

____ I do not find sufficient evidence that the required dispositions are consistently valued and practiced and have sent a referral to the Graduate Professional Concerns Committee.

Professor's signature and date: _____
Rev. 7-12-08

**Department of Library Science
Sam Houston State University
Supervisor's Assessment of Intern's Dispositions**

A disposition is a behavioral characteristic, either positive or negative, reflecting a student's potential ability to succeed as a master's candidate and ultimately as a school library media specialist. Using the scale below, please assess the library intern according to the following desirable behaviors by circling or highlighting the appropriate level: low, needs improvement, or high. Please sign and date this assessment and fax it to the supervising professor in the Department of Library Science, 936-294-1153. Thank you for participating in this valuable process.

- 1. Exhibits ethical behavior.**
Low Needs Improvement High
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.

Low Needs Improvement High

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.

Low Needs Improvement High

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.

Low Needs Improvement High

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.

Low Needs Improvement High

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.

Low Needs Improvement High

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.

Name of student being assessed: _____

Supervisor's printed name and position: _____

Supervisor's signature and date: _____

For Faculty use only:

I have reviewed this candidate's dispositions.

____ I agree that the items indicated give sufficient evidence that the required dispositions are consistently valued and practiced.

____ I agree that most items indicated give sufficient evidence that the required dispositions are consistently valued and practiced, but I do have concerns as noted and discussion with the student.

____ I do not find sufficient evidence that the required dispositions are consistently valued and practiced and have sent a referral to the Graduate Professional Concerns Committee.

Professor's signature and date: _____
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Supervisor's Comments (optional):