UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Information Studies

COURSE SYLLABUS

INFOST 644
Clinical Experience in School Libraries
2-3 cr. U/G Practicum; 12 cr. U Student Teaching

INSTRUCTOR

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CATALOG DESCRIPTION

A school library clinical experience (Practicum or Student Teaching) under university and site supervision is required of all candidates completing k-12 certification in library media.

GENERAL DESCRIPTION

Students pursuing school library certification in Wisconsin must complete a clinical experience of either Practicum (100-200 hours for candidates adding library media to their Wisconsin teacher’s license) or Student Teaching (1 full semester for candidates seeking a stand-alone teaching license in library media only). A number of self-assessments, journal reflections, and periodic assessment by university and site supervisor are required. This work will be completed through a course site to which enrolled students have access.

PREREQUISITES

Prereq: jr st; school library media certification program students only; InfoSt(L&I Sci) 520(P), 645 and/or 646 (P) & 642(C); or cons instr.

REQUIREMENTS

Students may register for Clinical Experience during the final semester of their studies. The clinical experience should cover both elementary and secondary (middle or high school) levels with equal hours at both levels.

There are 4 pathways to library media licensure. Each pathway is described below, with Clinical Experience requirements specified:

• 1A – Candidates who hold a teacher’s license and are earning the MLIS degree will complete a 100 to 200 hour practicum.
• 1B – Candidates who hold a teacher’s license and are pursuing school library certification as a non-degree candidate will complete a 100 to 200 hour practicum.
• 2A – Candidates who do not hold a teacher’s license must complete required education coursework specified in program plan, plus complete all requirements of the MLIS degree. The 644 Clinical Experience shall be a full semester of student teaching.
• 2B - Candidates who do not hold a teacher’s license must complete required education coursework specified in program plan, plus the non-degree library media requirements. The 644 Clinical Experience shall be a full semester of student teaching.
1 Practicum students on 1902 provisional licensure may complete with 2 credits/100 hours of experience. Those not working in school libraries must complete 3 credits/200 hours.

2 Student Teachers must complete a full semester (school district calendar), split between levels. If on a provisional license, up to half of the hours may be complete on-the-job under the mentorship of a qualified site supervisor. All student teachers (2A and 2B candidates) must complete the edTPA process during their placement.

PROGRAM COMPETENCIES
Clinical Experiences are required by the Wisconsin Department of Public Instruction’s teacher certification rules. Candidates will gain competency across all established standards for the school librarian license, listed under learning outcomes.

CLASS LEARNING OUTCOMES
The Clinical Experience supports learning across the following standards. Candidates must be assessed at “Emerging” or “Proficient” in all areas.

UWM Standards for School Librarians

1. The Library & its Resources
Create, maintain and provide equitable access to space, tools and resources which

A. employ emerging technologies to support success and innovation in student learning
B. promote both independent learning and collaborative experiences
C. extend learning throughout the school day and beyond through online access to resources
D. help to develop a school-wide culture of reading and inquiry
E. are based on an understanding of the needs of learners, are responsive to the community needs, and in support of the district’s strategic vision/goals

2. Teaching & Learning

Carry out library and information instruction which

A. focuses on information and technology literacy and an inquiry-based research process across all curricular areas
B. is based on accepted local, state or national standards for k-12 library and information literacy
C. differentiates to attend to needs of diverse learners
D. empowers learners to achieve their personal learning goals and promotes the metacognitive process
E. employs varied instructional practices, including modeling, simulations and visualizations
F. promotes and models critical thinking (analysis, synthesis, evaluation, organization), use of background knowledge, collection and organization of data, and creative problem solving strategies to help learners construct new understandings and create new knowledge
G. gives learners the skills to critically evaluate and select resources in multiple formats to answer a research question or for a defined purpose
H. provides learners with opportunities to creatively and critically respond in to literature and other forms of information
I. models and teaches digital citizenship
J. employs evidence based practice and student assessment, in collaboration with teachers and other educators, to design, develop or modify authentic learning experiences
3. Collections

Build and maintain high quality physical and virtual collections in all formats and across genres and subjects

A. that are developmentally appropriate and responsive to individual needs and interests
B. in consultation with learners, colleagues, and others, in support of the curriculum and the community served
C. that reflect the cultural diversity and pluralistic nature of society, supporting individual learning and a deeper understanding of the world
D. that are selected based on accepted library policies and organized (cataloged, classified) to support student learning and engagement
E. that foster a culture of reading in inquiry and promote independent and lifelong learning

4. Administration

Manage a school library program which

A. utilizes data and research to show evidence of the program’s positive impact on student achievement and asset development and to support continuous improvement of the school library program
B. employs appropriate electronic systems for collection management and user access
C. demonstrates sound and responsible collaborative planning (including school/district information literacy (library media) and technology plan), budgeting, staffing & supervision in support of the school’s vision and mission
D. operates under clear and current policy which addresses important professional practices (ex: selection criteria, bias, point of view, censorship and self-censorship, equitable access, legal and privacy considerations in accordance to state and federal law)

5. Professional Development

Provide leadership for learners and colleagues in the school/district by

A. proactively engaging in collaborative planning and instruction to teach information and technology skills in curricular context
B. supporting transformational teaching and learning through use of print and digital resources and tools through an inquiry-based process, preparing students to be college and career ready
C. effectively communicating to diverse audiences using a range of media to convey a message
D. modeling and instructing in the responsible, legal, ethical use of information, technology and resources, including respect for copyright & intellectual property
E. facilitating and modeling use of online and personal learning communities and networks to share library, technology and education best practices
F. using coaching techniques to improve teaching and learning
G. developing and modeling cultural appreciation and global awareness using a wide range of information resources and technology tools.
H. engaging in meaningful professional development aligned to the needs of self, learners, the school and the district
I. serving (or aspiring to serve on) on collaborative district teams and committees to foster innovation and empower teachers and learners
J. cultivating partnerships (families, agencies, libraries, businesses, etc.) to promote engagement and lifelong learning as well as resource sharing
REQUIRED MATERIALS
n/a

ATTENDANCE
Completion of all hours is mandatory and will be reported by both student and site supervisor in final evaluation.

COURSE SCHEDULE
n/a

REPORTING REQUIREMENTS
• Pre- and Post- clinical experience self-assessments against the standards using rubrics provided.
• Detailed schedule of hours and locations for clinical experience
• Periodic journal entries submitted one quarter, one half, and three quarters of the way through the scheduled experience. Each journal entry must be 3-4 pages (graduate students) or 1-2 pages (undergraduate students)
• Final reflection of 6 to 8 pages (graduate students) or 3-5 pages (undergraduate students) demonstrating growth across the standards

UWM AND SOIS ACADEMIC POLICIES
Please see the following links for policies and FAQs
UWM policies and resources to all students. Follow 'Syllabus Links' at: http://uwm.edu/secu/syllabus-links/
• Students with disabilities
• Religious observances
• Active military duty
• Incompletes
• Discriminatory conduct
• Title IX / Sexual Violence
• Academic Misconduct
• Complaint procedures
• Grade appeal procedures
• LGBT+ resources

SOIS FAQ, Forms, Policies: https://uwm.edu/informationstudies/resources/faqs/