

Course: EDFL567 Early childhood/ Elementary Practicum Syllabus

Semester: Fall/Spring

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Course Description:

Practicum 567 Library Media Practicum I Early Childhood/elementary experience (2 semester hours)

A supervised practicum in an approved elementary school demonstrating knowledge and strategies developed in the library media courses. Pre-requisite: Successful completion of all required library media courses (EDFL 550,552,554,556,and 533) and approval of faculty advisor. Fall or spring semester.

Required text:

American Association for School Librarians and the Association for educational Communication and technology. Information Power: Building Partnerships for Learning. Chicago: American Library Association.1998.

American Association for School Librarians. A Planning Guide for Information Power Building Partnerships for learning with School Library Media Assessment Rubric for the 21st Century. Chicago: American Library Association. 1999.

Practicum outcomes:

1. To develop a vision of how they can assist students in becoming full members of the learning community and life long learners.
 - To develop and implement a mission statement, goals, objectives, policies, and procedures which reflect the mission, goals, and objectives of the school.
 - To integrate the information literacy standards for student learning in all formal documents related to the library media program.
2. To develop their own skills in collaboration, leadership, and technology.
 - To use collaboration for authentic, information-based learning through shared planning, teaching, collection development, and management strategies with teachers, administration, community.
 - To use leadership as a curriculum and instructional leader on school leadership team, organizing opportunities within and beyond school, promoting profession to current and future colleagues.
 - To use technology as a tool to connect theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning.
3. To facilitate experiences which help students develop skills according to the ALA Information Literacy Standards for Student learning.
 - To encourage and engage students in reading, viewing, and listening for understanding and enjoyment.

- To support the learning of all students and members of the learning community who have diverse learning abilities, styles, and needs.
 - To integrate use of technology for teaching and learning.
4. To apply the ALA principles of (learning and teaching, information access, and program administration) in all activities. (See *Information Power Building Partnerships for Learning*. American Library Association.1998)
 5. To incorporate critical thinking, transforming practice, and promoting justice into all aspects of school library operation.
 6. To prepare a portfolio that documents their professional competencies. (See Campbell,et. al. *How to Develop a Professional Portfolio: A Manual for Teachers*. Allyn and Bacon.2001.) and the Library Endorsement Program Practicum Handbook

Please be aware of the following:

The practicum (EDFL567 and EDFL569) are planned as a supervised field experience and is designed to afford students an opportunity to apply theories and practices learned in the classroom to the exigencies of actual practice. In order to provide the best experiences and to meet the needs of the student, it is essential that the student and the local mentor work closely together to design the practicum experience.

Permission to do the practicum before completion of all courses requires a successful academic petition to postpone a pre-requisite. Availability of a local mentor for a limited time would be the main reason to do an early practicum. This would usually be a situation in which the student is already in charge of a school library media program or designated to take a position. To do an early practicum, the student must already be admitted to GFU and must have taken one or more course in our program, or at least taking a course in our program concurrently with the practicum.

Each practicum requires a minimum of 90 hours of supervised work in a site approved by the George Fox University Coordinator of the Library Media Endorsement Program in coordination with the George Fox teacher Education Held Placement. Preparation and reporting activities in addition to the in-school hours are also expected of practicum students.

Because a library media endorsement is a K-12 endorsement, students will usually be adding an authorization to an existing teaching license. A work sample is required by TSPC for each new authorization level. Please see the latest MAT work sample guidebook for instructions for preparing a work sample. Depending on the type of existing license, a work sample seminar class EDFL514 (2 hours) will need to be taken.

Students with out an initial teaching license will fulfill student teaching requirements at both the upper and lower levels and prepare a work sample for each level. Student teaching can be done in the library media center In each such case, a practicum can be done concurrently with student teaching. Students without an initial teaching license who do their student teaching only in a library media center will receive a teaching license as a

library media specialist and will not be licensed as a multi-subject classroom teacher. This is option 3 of the Library Media Endorsement.

Grading for the practicum is awarded on a “ pass/no credit” basis.

Requirements for the semester:

1. Review practicum handbook and work sample handbook (if working on a new authorization level)
2. Submit request for practicum with an up to date resume. Make sure the mentor’s resume is returned to the GFU supervisor.
3. Schedule a three way meeting between GFU supervisor, mentor, and student at the beginning and end of the semester.
4. Send a schedule of weekly library activities with days and hours is to be sent to practicum supervisor.
5. The following must be on file with **TSPC**: fingerprints, PA-1 form (initial teaching license), anti discrimination test, Praxis in educational media, and CBEST and /or ORELA.
6. The following must be on file with GFU: CBEST exam or praxis equivalent and ORELA, PRAXIS for educational media and successful completion of all library core classes.
7. Practicum prospectus: a plan outlining how the practicum experience will address the requirements listed on the practicum checklist.
8. Arrange two scheduled formal observations with library mentor.
9. Arrange two scheduled formal observations by university supervisor. There will be 6 formal observations by the university supervisor if the student is working on an initial teaching license in option 3 plus 2 observations by the instructor of EDFL514 Work sample seminar.
10. Submit a weekly journal documenting and reflecting on all activities in the library media center-teaching and learning, information access and delivery, and program administration incorporating the school of education conceptual framework. This is done for 15 weeks with the first journal entry being Friday September 14 and the last being due December 7. The final entry includes a summary and evaluation of the practicum experience.
11. Evidence of the following is to be seen in lessons taught:
 - There is an environment of respect and rapport.
 - Communication is clear and accurate.
 - A culture of learning is established.
 - Questioning strategies are used.
 - Procedures are established for classroom management.
 - Students are engaged in learning at their developmental level.
 - Student behavior is managed.
 - Feedback is given to students.
 - The physical space is organized.
 - Flexibility and responsiveness is demonstrated.
 - There are specific plans for meeting cultural competency, state TSPC OAR requirements and meeting multiple intelligence needs.

- Lessons show evidence of thinking critically, transforming practice, and promoting justice.
 - Specific curriculum lessons are designed for meeting national informational literacy standards, and integrating technology according to the national standards.
12. The practicum student will demonstrate proficiency at a 3 or 4 level of the 5 standards required to demonstrate knowledge, skills, and competencies necessary for good teaching and learning. The sub-points of each standard are found in the appendix of the practicum handbook and the work sample handbook.
 - Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level.
 - Candidates establish a classroom climate conducive to learning.
 - Candidates engage students in planned learned activities.
 - Candidates evaluate, act upon, and report student progress in learning.
 - Students exhibit professional behavior, ethics, and values.
 13. Submit a practicum notebook/portfolio incorporating all of the objectives of the practicum checklist in the practicum handbook. The notebook is due **December 7**. This includes vision, mission, and goal statements, instructional materials designed, lesson plans, policies and procedures, projects summaries and evaluations, all documentation of practicum activities, photographs etc. The practicum checklist is to be followed.
 14. Submit a work sample notebook at the level seeking new authorization **December 7**. (Guidelines for this notebook are in the work sample handbook).
 15. At end of practicum, be sure the following forms are **signed and returned** to the university supervisor: observation forms from all who observed, practicum checklist, student performance evaluation form, TSPC authorization summary report forms etc.

Alignment Matrix

Course Outcomes	Oregon TSPC standards	National Standards	Conceptual Framework	Assessment
To develop a vision of how they can assist students in becoming full members of the learning community and life long learners.	3(a-d) 6(a-d)	AASL Standard 1C (1-4) Standard 2B)1-6 Standard A (1-2) ISTE TLI,11	TC.TP,PJ	Weekly Journal Lesson Plans Work sample for new authorization level
To develop their own skills in collaboration, leadership, and technology.	5(a-d)	Standard 1D(1-20) Standard 2 B (1-6)	TC,TP	Lesson Plans Weekly Journals Work sample for new authorization

		ISTE TLII,III		level
To facilitate experiences which help students develop skills according to the ALA Information Literacy Standards for Student learning.	7(a-d) 8(a-b) 5(a-dc)	Standard 2 C (1-4) ISTE TL II,III	TC,TP,PJ	Lesson Plans Weekly Journal Work sample for new authorization level.
To apply the ALA principles of (learning and teaching, information access, and program administration) in all activities	3(a-d) 4(a-c) 5(a-d) 6(a-d)	Standard 2 9 (a-c)	TC,TP,PJ	Weekly documentation in practicum journal. Lesson plans Work sample for new authorization level
To prepare a portfolio that documents their professional competencies	5(a-c)	Standard 4 (A-C)	TC,TP	Practicum checklist found in practicum handbook

Academic Honesty Policy: Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work you submit is your own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form. Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. One who facilitates any of the above is equally responsible with the primary violator. Penalties may include restitution, an F on an individual paper or exam, loss of campus position or employment, an F for the course, disciplinary probation, suspension, or dismissal. The Office of Academic Affairs handles academic dishonesty issues in conjunction with the Office of Student Life.

Disabilities Policy: If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services office early in the semester so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, coordinator of Disability Services (ext. 2314 or rmuthiah@georgefox.edu), or go to www.georgefox.edu/offices/disab_services. The Academic Resource Center (ARC) provides all students with free writing consultation, general tutoring, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC hours of operation are from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. Call ext. 2327 or email the_arc@georgefox.edu to schedule an appointment. Visit www.georgefox.edu/arc/ for information about ARC Consultants1

areas of study, instructions for scheduling an appointment, and helpful learning tools. Call Rick Muthiah, Director of the Academic Resource Center, at ext. 2314 if you have questions.

If an incomplete should be necessary, notice must be received by the registrar two weeks before the semester ends.