



COURSE SYLLABUS
INSC 595 – Student Teaching in School Libraries
School of Information Sciences – Spring 2023
01/02/23

Course Sections: 001 and 002, combined online
Meeting Time and Place: Cyberspace, Canvas
Course Credit Hours: 9 Graduate Hours

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Course Description and Value Proposition

Planned professional semester; full day school library work and classroom observation activities.
S/NC only. (UTK Graduate Catalog)

This student teaching course is the culminating experience for individuals who are pursuing their initial Tennessee teaching license and PreK-12 School Library Endorsement, so that they can enter the school library profession. The goal is to come away from the experience with an understanding of the realities of the job and to be fully equipped to meet the demands of a dynamic school library. You will split your time equally between elementary, middle, and high school libraries (in any order), approximately five (5) weeks in each place, so that you can work effectively at any level. (Note: semester length varies, so split your time equally between the 3 levels, up to a maximum of 15 weeks)

Required Texts for the Course (2)



AASL. 2018. *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA/AASL.

edTPA.



SCALE, 2020. *edTPA School Librarian/Library Specialist Assessment Handbook* (provided in Canvas)

Learning Environment

Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other's thoughts and process, and everyone's voice and experiences are important. You are selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a

question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent. At this stage of your academic preparation, you are coaching each other as much as learning from me.

INSC 595 Learning Outcomes

By the end of this class you will build on your prior coursework and gain competences as expressed in the 2017 AASL National School Library Standards for school librarians and library programs to be able to:

- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems related to school libraries. (*Inquire*)
- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the school library’s learning community. (*Include*)
- Work effectively with others to broaden perspectives and work toward common goals. (*Collaborate*)
- Make meaning for oneself and others by collecting, organizing, and sharing resources related to school librarianship. (*Curate*)
- Foster learners’ (including your own, your students’ and peers’) personal curiosity. (*Explore*)
- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. (*Engage*)

SIS Program Outcomes and Assignments for the Student Learning Collection (SLC)

Assignment	Associated with this/these SIS Outcomes
AASL Standards-based Activities (6 total) <i>You can use any individual activity to respond to the appropriate outcome.</i>	<ul style="list-style-type: none"> • Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. (#3) • Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use, or preservation of information. (#6)
Reflective Journal (weekly)	<ul style="list-style-type: none"> • Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use, or preservation of information. (#6) • Explain the changing nature of information, information needs, and information behavior. (#7)

How to be Successful in this Class

Be present, be intellectually curious, contribute regularly, and engage equally with your peers and me. You start and contribute to posts on Canvas and bring related materials to the attention of the instructor or your fellow students. Your contributions show original thought and initiative, not

simply agreement or endorsement. You interact with your peers as much as you do with me so that we create a learning **community**. Quality of thought is much more important than quantity.

Civility

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the Campus asks that all its members adhere to the principles of civility and community adopted by the [Campus](#).

Information Literacy/Technological Resources

Most of your time for this class is spent in school libraries, however we will have at least one real-time Zoom meeting at the beginning of the semester, and we will also use Canvas for additional tasks. You should be comfortable with Online@UT (Canvas and Zoom), the Internet and world wide web, word processing, presentation and spreadsheet software, and social media applications. Campus resources support you, but ultimately it is your responsibility to have the necessary technical equipment and knowledge needed. For additional information or support:

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- [Technology at SIS](#)
- UT Office of Information Technology ([OIT](#))
 - There's a link to the OIT HelpDesk on the upper left side of the page.
 - [LinkedIn Learning](#) is a great free source of online training support, with tutorials and video on everything from Google Drive to Canvas. You'll need your UTK netid and password to sign in.

Each semester OIT offers "Test Flights" where you can join an informal Zoom session to test your equipment and connections prior to class. These sessions are announced via an email from OIT and also posted on our Canvas class site. Strongly recommended!

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

CEHHS also requires all teacher candidates to complete Google Certified Educator Level 1 Certification, which you should plan to do by the end of the semester. Here is the link to the training, https://teachercenter.withgoogle.com/certification_level1.

CEHHS Teacher Preparation/School Library Standards and Assignments

This class is conducted using Zoom for any individual or group meetings, Canvas as our SIS/UTK course management software, and Canvas-HAL (separate log-in) for the data and artifacts needed by CEHHS to document how we are preparing our students and to meet State requirements. At times this may be confusing, so read the Canvas "Assignment" pages first, often, and thoroughly.

They will tell you what work is needed for evidence/documentation, and where to upload it. If you still have questions, please let me know.

We are using three sets of standards to frame our discussions and your practice, including:

- AASL National School Library Standards for School Librarians and School Libraries
- Tennessee Literacy Standards
- CEHHS Professional Competencies, Attitudes & Dispositions (ProCADs)

The AASL standards are our organizing framework for your practicum experience:

- I. Inquire – critical thinking, problem solving, and strategizing for learning;
- II. Include – commitment to diversity and inclusion
- III. Collaborate – working effectively and successfully with others
- IV. Curate – organizing for efficiency, access, and relevance
- V. Explore – lifelong learning, instruction, leadership
- VI. Engage – modeling and teaching safe, legal, ethical use of information

Each standard contains several competencies and each competency can be attained through a wide variety of valuable field experiences. Take the initiative to look for ways to get the most out of your limited time in this supervised setting. There may be times when you will also be asked to indicate how an assignment addresses Tennessee Literacy Standards.

There are many assignments and the challenge this semester is to balance your time in schools with submitting assignments. The due date in most cases is the final day of class, however you are *strongly encouraged* to read the assignments carefully and submit as soon as you can. Do not wait until the end of the semester or you may find yourself unable to finish all that is required.

Course Requirements, Assessment and Evaluation Methods

Assessment

Your grade is based on:

- My overall assessment of the quality of your assignments and your timely participation
- An evaluation submitted by each of your supervising librarians (ProCADs survey)
- Your own self-evaluation on the ProCADs

The University mandates a particular [grading scale](#) for graduate students and possible grades for this class include:

- S is given for C or better work on the traditional grading scale
- NC is given for grades of C-, D+, D, D-, and F
- I, for incomplete work, recorded as an SI, and not computed in the average
 - The student only receives credit in the course if an S is received

None of these grades is counted toward grade point average but is recorded on your transcript and the hours do count toward graduate-level program requirements.

Note on “Incompletes”

University of Tennessee policy states that an "Incomplete" is granted only under "the most unusual of circumstances" at the discretion of the instructor. An “F” is submitted for students who simply disappear. More information is available [here](#).

University and Other Class Policies

Attendance Policy and Inclement Weather

You are expected to spend full school days in all your placements, Monday through Friday. Try to be there as much as possible when the librarian(s) is/are there. If schools are closed due to inclement weather, students should make every attempt to make up hours within the time frame of the semester. Stay in touch so that I know if you're having difficulty getting your hours done, especially toward the end of the semester.

Academic Integrity

Students should be familiar and maintain their Academic Integrity, described in <https://hilltopics.utk.edu/academics/> as: "Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work."

Students should abide by the Honor Statement (Section XI. Honor Statement), "As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

Plagiarism

Plagiarism in any form is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses. Specific examples of plagiarism:

- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor's approval;
- Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students unsure of the nature of plagiarism should consult the instructor or a style manual. More information is available [here](#). Infractions are penalized according to the severity of the infraction and may include an assignment grade of "F."

Students with Needs that May Impede Learning

The University of Tennessee, Knoxville, is committed to providing an inclusive learning environment for all students. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability, or a temporary injury, you are encouraged to contact Student Disability Services (SDS) at 865-974-6087 or sds@utk.edu. An SDS Coordinator will meet with you to develop a plan to ensure you have equitable access to this course. If you are already registered with SDS, please contact your instructor to discuss implementing accommodations included in your course access letter.

CCI Diversity Statement

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community. Your School of Information Sciences is also very committed to diversity and inclusion, and [creates opportunities](#) for learning more about and living these ideals.

Instructor Status as a Title IX Mandatory Reporter

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit titleix.utk.edu.

Hodges Library Help for Information Science Students



Hodges Library resources for graduate students are [here](#)
Information Science [LibGuide](#) (library guide)
Our Information Sciences librarian is [Calantha Tillotson](#)

I reserve the right to revise, alter or amend this syllabus. We'll discuss any changes ahead of time, and you will always be notified in writing and/or by email of any changes.