Course Sections: 001 (CRN 20103) and 002 (CRN 20104), combined online
Meeting Time and Place: Cyberspace, Canvas
Course Credit Hours: 9 Graduate Hours

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Office Hours: By appointment, please stay in touch

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

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)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Associated with this/these SIS Outcomes</th>
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| AASL Standards-based Activities (6 total) You can use any individual activity to respond to the appropriate outcome. | • 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) | • 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) |

**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.

**How to be Successful in this Class**

Be present, be intellectually curious, contribute regularly, and engage equally with your peers and me. You do more than show up for class. You are present and engaged during and after class; 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 worldwide 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:

- Technology at SIS
  - For online support during class, scroll down the page until you see the section entitled, “Real Time, Live Class Meetings Using ZOOM”
- UT Office of Information Technology (OIT)
  - There’s a link to the OIT HelpDesk on the upper left side of the page.
- LinkedIn Learning (formerly lynda.com) is a great 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 on the UTKSIS-L listserv and the LiveOnline@UT 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.

Course Requirements, Assessment and Evaluation Methods
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 Google Classrooms 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 – Canvas or Google Classroom. If you still have questions, please let me know.

Each semester you will upload certain assignments as demonstration of competence in AASL and Tennessee Literacy standards. The table below indicates the specific assignments and the associated standards. You will upload these individual assignments through Google Classroom whenever you have completed the assignment, even if it was in a previous semester. Your uploads are also documentation that our program uses the ALA/AASL/CAEP School Librarian Preparation Standards (2019) as a framework for assignments, classes and clinical experiences.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Standards</th>
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<tr>
<td>Peer Instruction Session</td>
<td>ALA/AASL Standard 1: The Learner and Learning</td>
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<tr>
<td>and also</td>
<td>• 1.1 Learner Development: Candidates demonstrate the ways learners grow</td>
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<tr>
<td>Student Instruction Session</td>
<td>within and across cognitive, psychomotor, affective, and developmental</td>
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<td>domains. Candidates engage learners’ interests to think, create, share</td>
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<td>and grow as they design and implement instruction that integrates the</td>
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<td></td>
<td>National School Library Standards.</td>
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<td>• 1.3 Learning Differences: Candidates cultivate the educational and</td>
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<td>personal development of all members of a learning community, including</td>
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<td>those with diverse intellectual abilities, learning modalities, and</td>
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<td>physical variabilities.</td>
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<td>ALA/AASL Standard 2: Planning for Instruction</td>
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<td>• 2.2 Instructional Strategies: Candidates use a variety of instructional</td>
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<td>strategies and technologies to ensure that learners have multiple</td>
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<td>opportunities to inquire, include, collaborate, curate, explore, and</td>
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<td>engage in their learning.</td>
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<td>• 2.4 Assessment: Candidates use multiple methods of assessment to engage</td>
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<td>learners in their own growth. Candidates, in collaboration with</td>
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<td>instructional partners, revise their instruction to address areas in</td>
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<td>which learners need to develop understanding.</td>
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<td></td>
<td>ALA/AASL Standard 3: Knowledge and Application of Content</td>
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<td>• 3.2 Technology-enabled Learning Candidates use digital tools, resources,</td>
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<td>and emerging technologies to design and adapt learning experiences.</td>
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<td>Candidates engage all learners in finding, evaluating, creating, and</td>
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<td>communicating data and information in a digital environment. Candidates</td>
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<td>articulate, communicate, model, and teach digital citizenship.</td>
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<td>ALA/AASL Standard 5: Leadership, Advocacy, and Professional Responsibility</td>
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<td>• 5.1 Professional Learning: Candidates use digital tools, resources, and</td>
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<td>emerging technologies to design and adapt learning experiences.</td>
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<td>Candidates engage all learners in finding, evaluating, creating, and</td>
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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.

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 on the permanent record 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 practicum. Stay in touch so that I know if you’re having difficulty getting your hours done, especially toward the end of the semester.

Last revised on 12/26/20
**Academic Integrity**

Students should be familiar with and maintain their Academic Integrity as described in *Hilltopics*, the student handbook, p. 15 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 also abide by the Honor Statement (Section X. 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 of its several forms 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 are:

- 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 who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports, or see additional resources on this Hodges LibGuide. Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "NC."

**Students with Disabilities that May Impede Learning**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations.

**College of Communication & Information (CCI) Diversity Statement**

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see [www.cci.utk.edu/diversity-statement](http://www.cci.utk.edu/diversity-statement).
University of Tennessee Title IX Statement, 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

Information Science LibGuide (library guide)
Our Information Sciences librarian is Peter Fernandez.

COVID-19 Statement

You are expected to match your supervising librarian’s teaching mode, whether that is virtual/online or face-to-face, and to pivot if they do. At this point we don’t know what the fall will bring, so flexibility, communication, patience, and creativity are key.

You may be working with someone who doesn’t have as much experience as you do with online teaching/learning, so look for ways that helped you as a student, and see if you can bring what you know to the situation, always being respectful of your supervising librarians’ expertise and priorities.

If things are not going well due to pandemic circumstances, please be sure to get in touch sooner rather than later. I can’t help if I don’t know, and together we can brainstorm ways to work with the situation as it evolves. I’m also happy to serve as a help for your librarians, if needed.

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.