Course Sections: 001 (CRN 44696) and 002 (CRN 44697), combined online
Meeting Time and Place: Cyberspace
Course Credit Hours: 9 Graduate Hours

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Office Hours: By appointment

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.

Required Texts for the Course (2)
SCALE, 2016. edTPA 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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</table>
| 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) | • 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)  
• 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.

**How to be Successful in this Class**

Be present, be intellectually curious, and engage equally with your peers and with me.
CEHHS Teacher Preparation/School Library Standards and Assignments
Each semester you will be responsible for uploading certain assignments as demonstration of competence in AASL and specific teacher preparation (InTASC, Tennessee Literacy) standards. The table below indicates the specific assignments and the associated standards. I will give you more instructions on how to upload the assignments later in the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Standards</th>
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<tbody>
<tr>
<td>Peer Instruction Session</td>
<td>InTASC 10.0: The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. (Performance)</td>
</tr>
<tr>
<td></td>
<td>• 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. (Performance)</td>
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<td></td>
<td>ALA/AASL Standard 1: Teaching for Learning</td>
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<td>• 1.3 Instructional Partner: Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.</td>
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<td></td>
<td>ALA/AASL Standard 3: Information and Knowledge</td>
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<td></td>
<td>• 3.1 Efficient and ethical information-seeking behavior: Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.</td>
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<tr>
<td>Student Instruction Session</td>
<td>ALA/AASL Standard 1: Teaching for Learning</td>
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<td></td>
<td>• 1.1 Knowledge of Learners: Candidates assess learner needs and design instruction that reflects educational best practice.</td>
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<tr>
<td></td>
<td>ALA/AASL Standard 3: Information and Knowledge</td>
</tr>
<tr>
<td></td>
<td>• 3.1 Efficient and ethical information-seeking behavior: Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.</td>
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<tr>
<td></td>
<td>Tennessee Literacy Standard: Implementation Standard</td>
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<td></td>
<td>• During clinical experiences, candidates must demonstrate that they are proficient in preparing students to acquire, comprehend, and communicate content-specific information through reading, viewing, listening, speaking, and writing.</td>
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Professional Competencies, Attitudes, And Dispositions (ProCADs)
All school librarian candidates are expected to demonstrate a commitment to the College of Education, Health, and Human Sciences (CEHHS) Professional Competencies, Attitudes, and Dispositions (ProCADs) in coursework and field experience settings related to their school librarian preparation program. Myself, your supervising librarians and/or mentors can report ProCADs Areas for Refinement in accordance with the information provided on this website: [https://sites.google.com/utk.edu/procadsforstudents](https://sites.google.com/utk.edu/procadsforstudents). School Library Candidates are encouraged to carefully read this information about ProCADs and the expectations and procedures pertaining to them. Failure to develop and maintain acceptable ratings on the expected competencies, attitudes,
and dispositions can result in removal from the CEHHS program, regardless of academic performance.

**Information Literacy/Technological Resources**
The bulk 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:

- Technology at SIS – [www.sis.utk.edu/sis-technology](http://www.sis.utk.edu/sis-technology)
- UT Office of Information Technology (OIT): [https://oit.utk.edu/Pages/default.aspx](https://oit.utk.edu/Pages/default.aspx)
  - 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, so check it out, at [https://oit.utk.edu/training/online-training/linkedinlearning/students/](https://oit.utk.edu/training/online-training/linkedinlearning/students/). You’ll need your UTK netid and password for this.

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](https://teachercenter.withgoogle.com/certification_level1).

**Course Requirements, Assessment and Evaluation Methods**
We are using several sets of standards to frame our discussions and your practice, including:

- AASL National School Library Standards for School Librarians and School Libraries
- inTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0
- 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 assignment address inTASC and 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

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
- The student only receives credit in the course if an S is received
- I, for incomplete work, recorded as an SI, and not computed in the average

None of these grades is counts toward grade point average but is on the permanent record.

Note on “Incompletes”
Based on University of Tennessee policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor. An “NC” is submitted for students who simply disappear. More information is available at http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade_ofIncomplete

Citizenship, Resilience, and Grit (aka active class participation)
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.

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.

Communication
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.

Academic Honesty
Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses. Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.
Each student's work must be the product of his/her own study and/or research, not a joint effort unless previously approved. (Graduate School Catalog, “Academic Honesty,” http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic_Honesty.)

**Students with Special Needs**

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.

**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 Information Science Liaison**


Our Information Sciences librarian is Anna Sandelli, https://libguides.utk.edu/prf.php?account_id=33838

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*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.*