

APPENDIX X

▶ **Field Experience Handbook for Supervising Library Media Teacher or Teacher Librarian**

Revised 2010

Dear Supervising Teacher Librarian:

Thank you for your willingness to have a student perform fieldwork in your school library. The fieldwork experience is an essential bridge from theory to practice and allows the certifying student to fill in gaps in their education.

The fieldwork experience required by San Jose State University is comprised of 67.5 hours in an elementary school and 67.5 hours in a secondary school (middle or high school). This is the case because the teacher librarian services credential is a K-12 credential.

INTRODUCTION

Hosting a teacher librarian can be a wonderful experience for all involved. A successful fieldwork experience provides students with an unparalleled opportunity to apply their classroom learning to the school environment. Fieldwork also provides host schools with high-achieving workers who bring a fresh perspective and ideas. In order for a fieldwork experience to be successful, both the site supervisor and the student must understand how a fieldwork experience differs from a job, and both must commit to working together to make the most of the opportunity.

Benefits of Field Experience Placements	
Site Supervisors	Students
<ul style="list-style-type: none"> • Gain enthusiastic and motivated library school student workers with special skills and knowledge • Gain assistance with special projects • Gain a fresh perspective on ongoing projects • Develop supervisory skills of staff • Have the opportunity to train new professionals in your field • Develop and pre-screen your own pool of potential employees 	<ul style="list-style-type: none"> • Have an opportunity to “test-drive” a career choice • Develop specific skills and knowledge related to teacher librarianship in an on-the-job setting • Develop professional contacts • Learn directly from experienced teacher librarian professionals • Gain experience in a real-world situation, including working with others, communication skills, and culture of various school environments

Since fieldwork is defined as a learning experience, proper supervision of the student is essential. The supervisor serves as a teacher, mentor, critic, and boss. Ongoing supervision of the student is

key to the success of the fieldwork experience. This is especially true for students who do not have extensive school library experience. The work environment is unlike the classroom in many ways. For example, in an academic environment students are used to having clear objectives and receiving frequent feedback regarding their progress (e.g., grades). Also, students are expected to challenge their “supervisors” (professors) and focus on new ways of thinking rather than following established protocols. Student behaviors that are often rewarded in the classroom can sometimes cause difficulties in the workplace. Acknowledging and identifying the different expectations between the workplace and school can help interns make a successful transition to the world of work.

An effective method of student supervision is to have a set time—weekly is recommended—to meet with the student to review progress on projects, touch base, and provide feedback. Some supervisors do this over lunch; others choose a more formal setting, depending on the culture of your school and time constraints.

Training

Training is as important as supervision. Establish a training program that will give the student a clear understanding of what is expected, and include information about the duties that will be supervised and evaluated.

Orientation

Establish written goals and objectives and clarify these goals and objectives before the student begins working. Some students need more guidance than others, and many factors must be taken into consideration. Consider the student’s cultural background, disabilities (if any), learning style, and previous experience. Evaluate his or her level of maturity and confidence. Is the student a critical thinker or a creative problem-solver?

Orientation can be a formal or informal process depending on the needs of the student and needs of the school. However, regardless of the structure, there are important elements that should be included in any orientation program for interns. Plan to include the following in your initial training:

Information about the School Offer students your district’s and school’s literature to review and any other documents that are important for them to understand the big picture. If available, include an organizational chart that explains various roles and responsibilities of employees.

Structure Students might not be familiar with formal workplace procedures (e.g., attendance policies, break times, days off). Generate a written document that clarifies relevant policies and procedures and submit this to students on their first day with your organization.

Introductions Take time in the beginning of the fieldwork to introduce the student to key people in the school. Allow more time for conversation with those who are most likely to interact with the student on a regular basis. Some students, based on personality or culture, may be reluctant to seek out co-workers on their own. By making a special effort to encourage those contacts early on, students will feel more comfortable asking for advice or support later.

Ongoing training

Students typically appreciate any opportunity to learn new skills or increase their knowledge. Developing a plan for training throughout the fieldwork will keep students interested in the position and ready to tackle new challenges. Ongoing training may include the following:

Skill Development There may be a need for training in specific skills such as computer programs, office equipment, or other tasks directly related to being an effective teacher librarian. Even very bright students with great potential will struggle if they are not instructed in the specifics related to successful completion of duties.

Shadowing Allow students to participate in activities and meetings. Students may have leadership potential but not understand the culture of your school. They will rely on their supervisor to educate them.

Questions Students might not know when to speak or how or what to ask. Assist them in actively learning by explaining and clarifying everything. Suggest and encourage questions at appropriate times.

Professional Conferences or Association Meetings If possible, see if you can offer the opportunity to attend a training or networking event. It helps students to get a feel for the overall mission of your school, and at the same time makes them feel that they are valued.

Mentoring

A mentor is a counselor, guide, tutor, or coach. Valuable fieldwork experiences not only include effective supervision, but also, a large component of mentoring. Most students seek out fieldwork in order to develop their own career goals. Mentors help guide students through their experience.

This may mean allowing or encouraging the student to participate in events that may not normally be open to entry-level professionals, such as staff meetings and so forth. Even though these events may not be directly tied to the student's specific job duties, they will help provide a broad overview of your school. A mentoring relationship is valuable for both the student and the professional. The student has the opportunity to reflect on his or her experience in a supportive, educational atmosphere. The mentor can pass on a wealth of experience and knowledge, and benefits from a fresh perspective and new ways of thinking.

Evaluation

Evaluation is important to a student's development and is an opportunity to identify strengths and weaknesses. It is helpful if supervisors evaluate throughout the entire fieldwork experience, not just at the end. The evaluation should be structured as a learning experience and an opportunity for bilateral feedback. Regularly scheduled evaluations help avoid common problems with the fieldwork, including miscommunication, misunderstanding of roles, and lack of specific goals and objectives. You may find it helpful to schedule a preliminary evaluation very early in the fieldwork experience. This will help you understand whether the student's orientation and training were sufficient, or if there are specific areas in which the student has questions or needs further training.

Criteria to consider when evaluating a student are:

- Progress towards or accomplishment of learning objectives
- Skill development or job knowledge gained over the course of the fieldwork experience
- Overall contribution to the mission of the school
- Dependability, punctuality, attendance
- Relations with others, overall attitude
- Potential in the field of teacher librarianship

The student will also evaluate the fieldwork experience, which is important in determining the value of the work experience for future interns. Categories might include:

- Was there educational value or merit in the assignment(s)?
- Did the position live up to its initial description?

- Was the supervisor receptive to your ideas?
- Did you receive a proper orientation?
- Was the supervisor willing and/or capable of answering questions?
- Did you have opportunities to interact with the students and teachers in the school in a professional capacity?
- Did you participate in and experience different facets of school library work?

Ending the Fieldwork Experience

A fieldwork should have a clearly stated end date that is identified before it begins (these are agreed upon among the Site Supervisor, student, and Faculty Supervisor). Completing a formal evaluation process can help both the Site Supervisor and the student to put closure on the experience (this will be provided by the fieldwork Faculty Supervisor). Please fill out the final evaluation of the student appropriately and email it back to the Faculty Supervisor. Should you have any questions during the experience, feel free to call or email the Faculty Supervisor.

▶ General Guidelines For Teacher Librarian Fieldwork

I. PURPOSE

The purpose of the fieldwork is to provide the student with an opportunity to begin practicing, in a supervised environment, the knowledge, skills, and values developed in the academic portion of the program.

The fieldwork experience can be one of the most important parts of a student's program. It will allow the student to practice what has been learned in classes and will also be one of the first opportunities to show others what the student is capable of doing. Fieldwork is an excellent way to make professional contacts and can also lead to positive references from administrators, librarians, information managers, teacher librarians, teachers, and other professionals with whom the student works.

II. DEFINITIONS

For the purpose of these Guidelines, the following definitions will be used:

1. Student: A SJSU SLIS student authorized to work in a fieldwork experience as defined here.
2. Faculty Supervisor: A SJSU SLIS faculty member who has agreed to oversee the fieldwork.
3. Site Supervisor: The person at the host library to whom the student reports.
4. Host: The host, in this context, is the school library in which the student serves.
5. Parent Agency: This is the overall school community, if applicable, to which the host reports and to which it usually provides information services.

III. CONDITIONS FOR ESTABLISHING THE FIELDWORK EXPERIENCE

In order to be eligible for a fieldwork experience, the student must have successfully completed all required SJSU SLIS Teacher Librarian coursework

IV. SETTING UP THE FIELDWORK:

Students must apply for fieldwork through the Faculty Supervisor. A student may request to be assigned to specific geographical locations, although this may not always be possible. Students may

locate their own fieldwork schools, but if this is not possible, the Faculty Supervisor will assist with this process.

Each student applying for fieldwork will complete the following tasks:

- a) Obtain permission for the fieldwork from the Faculty Supervisor;
- b) Make an appointment with the proposed Site Supervisor;
- c) Meet with the Site Supervisor to develop an agreed-on list of appropriate learning objectives for approval by the Faculty Supervisor.

V. HOST SITE REQUIREMENTS

Fieldwork will be established in a school library setting with a Site Supervisor who holds an appropriate accredited teacher librarian credential.

VI. GRADES

The grade for the fieldwork experience will be either Credit or No Credit. The student, working with the Site and Faculty Supervisors, will develop a list of objectives that will take advantage of specific learning opportunities. Failure to meet these objectives can result in a failing grade.

VII. REQUIREMENTS FOR SATISFACTORY COMPLETION OF A FIELDWORK EXPERIENCE

Specific duties, responsibilities, and requirements will be established by consultation among the student, the Site Supervisor, and the Faculty Supervisor. These requirements will also be posted in the LIBR 295 Fieldwork online course site.

1. Students who complete the fieldwork experience satisfactorily will participate in a total 135 contact hours for this 3-credit-hour course
2. Students will develop a set of learning objectives in consultation with the Site Supervisor and the Faculty Supervisor. Evaluation of the student will be based on these objectives (evaluation form is provided by the Faculty Supervisor—see below).
3. Students will maintain a journal that includes a daily log of activities and specify how each activity relates to the learning objectives. The Site Supervisor should read and comment on the

daily logs regularly. A copy of the daily reports, journal, or log must be submitted to the Faculty Supervisor.

4. Students will be evaluated by the Site Supervisor during the final week of the fieldwork experience. Every student will be evaluated using the SLIS Teacher Librarian Evaluation Guidelines Form.
5. Students will participate in seminars or other academic experiences offered by the Faculty Supervisor during the course of the fieldwork, as appropriate and scheduled prior to registration.
6. As part of the LIBR 295 course, students will fulfill different assignments or activities as directed by the Faculty Supervisor. See below a list of recommended sample assignments. Activities from this recommended list may be changed, added, or deleted by the Faculty Supervisor depending upon the specific objectives of the individual fieldwork experience as it is negotiated by the student, the Site Supervisor, and the Faculty Supervisor.
 - A. Write a description of the outer environment served by the Host of the fieldwork. Include cultural, social, economic and demographic factors which are apparent through observation and discussion with the Site Supervisor, and from information obtained from sources such as the local Chamber of Commerce, city hall, agency administrative office, or other appropriate information sources.
 - B. Write a description of the Host's inner (organizational) environment. Include such information as:
 1. Number, organization, and function of the administrative staff, if such exists;
 2. Stated philosophy, goals, objectives, or mission of school (if such exists), after discussions with Site Supervisor and reading of policy manuals;
 3. Special or innovative programs carried out by the school;
 4. Purpose, kinds, and description of any outreach programs;
 5. Critical reading of policy manuals, staff manuals, and handbooks, or self studies which relate to the school.
 - C. Read selected titles (some will be suggested by the Faculty or Site Supervisor) related to a particular school and its mission.

- D. Attend any professional or association meetings that relate to librarianship or information services.
- E. Attend all meetings the Site Supervisor normally attends, such as library staff meetings, library advisory council meetings, and so forth.

GUIDELINES FOR STUDENT EVALUATION

The evaluation process is an important aspect of the fieldwork, a constant process that helps improve the student's professional effectiveness. The ideal is a constant informal dialogue between the Site supervisor and the student. The evaluation process for the fieldwork should be closely tied to the learning objectives and activities identified by the student, the Site Supervisor, and the Faculty Supervisor. The student must keep a journal of completed activities and functions, any goals reached, along with notes, comments, and other evaluative remarks. The Faculty Supervisor will read and comment on journal entries a minimum of two times during the fieldwork experience.

The following SJSU SLIS Teacher Librarian Evaluation should be used at all fieldwork sites:

Please use this form to evaluate the credential candidate. There are four areas of assessment, several questions to be answered regarding the student's experiences, and an overall evaluation in terms of passing/not passing. Type the responses into this document in the spaces provided. Return the evaluation via email to Mary Ann Harlan (maryann.harlan@gmail.com).

Thanks,
Mary Ann Harlan
Teacher Librarian Credential Program Coordinator
School of Library and Information Science
San José State University

Supervising Teacher Librarian Name: _____

Field Experience Site : _____

Credential Student Name: _____

In each of the following sections, please select one of the three levels (**Novice**, **Developing**, and **Mature**) to describe the student's level of competence and enter the corresponding letter in the "Choice" column. All three levels of behaviors are adequate for passing the LIBR 295 class. If the student does not exhibit any of these behaviors, please type in the word "None" instead.

I. Administrative Leadership, Management and Organization		
Choice	Level	Explanation
	Novice (N)	<ul style="list-style-type: none"> Describe adequate facilities and arrange existing facilities to the best advantage based on needs and objectives. Develop short and long-range plans with teachers, administrators, and community to meet goals of a comprehensive school library media program. Develop a budget for facilities, personnel, resources and technology. Assess existing and emerging technologies for the efficient management and administration of the school library media program.
	Developing (D)	<ul style="list-style-type: none"> Establish procedures for evaluating the program goals and objectives. Develop plans to promote the role of the school library media program to school community. Allocate budgeted funds based on cooperative planning with an advisory committee. Develop procedures for training and evaluating all library media personnel.
	Mature (M)	<ul style="list-style-type: none"> Provide policies and procedures for efficient and effective acquisition, cataloging, processing, circulation, storage, maintenance and retrieval of resources and equipment. Plan direction for school media center program to carry out assigned responsibilities to meet goals and objectives.

II. Communication and Information Specialist		
Choice	Level	Explanation
	Novice (N)	<ul style="list-style-type: none"> Listen and respond to needs of students, staff and administration. Work as an effective team member. Assess emerging technologies for applications to the instructional program.
	Developing (D)	<ul style="list-style-type: none"> Establish rapport and foster mutual respect with the school community. Use appropriate and effective oral, written and media based communication techniques for a variety of audiences. Develop and implement a policy and procedure for the selection of resources.
	Mature (M)	<ul style="list-style-type: none"> Involve school community in selecting, using and evaluating resources, technology and facilities. Apply appropriate techniques of public relations, communication and group dynamics. Assess, develop and evaluate the collection in terms of curriculum needs.

III. Diversity, Human Relationships, Teacher, and Instructional Leader		
Choice	Level	Explanation
	Novice (N)	<ul style="list-style-type: none"> Apply current instructional design models to the curriculum, instruction and learning. Plan and teach cooperatively with teachers in all curricular areas using activities and resources which motivate students' interest. Work cooperatively with teachers to plan, develop and teach, using literature-based instruction in all curricular areas. Accept individual differences and be sensitive to cultural heritage, community values, and aspirations of diverse populations.
	Developing (D)	<ul style="list-style-type: none"> Select, prepare and use strategies, activities and resources appropriate for diverse population. Collaborate with teachers in integrating instructional resources across the curriculum areas. Integrate the use of information skills and a variety of types of literature into all curricular areas. Evaluate and modify learning activities based on feedback gained from observation and interaction with students. Work effectively with students and teachers, including those who are different from candidate in ethnicity, culture, gender and language, or socioeconomic background.
	Mature (M)	<ul style="list-style-type: none"> Plan and implement staff development activities to increase teacher competence related to school library media resources and technology. Assess the effectiveness of curriculum design and development at classroom, department/grade, school and district levels. Motivate and guide students in the enjoyment of literature and critical thinking skills. Use a variety of instructional methods with different user groups and demonstrate effective production, use and integration of media and technologies into the curriculum. Use techniques of group dynamics to encourage individuals to work together effectively.

7. Briefly describe how your student showed personal responsibility to perform effectively in the school/ community society.

V1. Overall Assessment

In your judgment, does the student pass or not pass the field experience under your supervision?

Overall assessment _____

The following form should be taken to the Site Supervisor by the student:

**School of Library and Information Science, San José State University
Student Teacher Librarian Information Sheet**

Please complete this form and take it with you for your initial interview with your Site Supervisor.

Personal information:

Name:

Mailing Address:

E-mail Address:

Work Phone:

Home Phone:

In case of emergency, contact:

Name:

Relationship

Work Phone

Home Phone

Work Address

Home Address

Academic Background:

Degree: School:

1. _____

2. _____

3. _____

