



GUIDE TO FIELD EXPERIENCE AND STUDENT TEACHING 2024 - 2025

Department of Information Science

Graduate School of Education

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LIS 524: School Media Center Field Experience

Introduction

LIS 524 School Media Center Field Experience is comprised of authentic learning experiences. These carefully designed experience aligns to the AASL Standards for school library programs as well as the NY State Education Department's Initial Certification 100 hours of field experience requirement for library media specialists. Students are required to complete various course and field experience work with a NYS certified library media specialist. At least one of the activities must be completed in an elementary school (K-6) and one in a secondary school (6-12) hence, students will need to work in more than one library media center and with more than one library media specialist. At least one of the library media centers must serve students with special needs (students with disabilities or in special education programs). The field experience activity verification form must be signed by the library media specialist at the completion of each visit. Readings posted on the course website align with the key areas of focus.

Learning Outcomes:

Upon completion of this course, students will demonstrate:

- An understanding of the ever-changing role and educational impact that library media centers have on prek-12 students.
- The ability, and the understanding of why it is necessary, to collaborate with teachers, administrators, community agencies, and parents/guardians.
- The ability to provide an appropriate learning environment for all students.
- The ability to self-evaluate and reflect.

Eligibility

It is recommended that students take LIS 524 within their first 12 credit hours of the MS in School Librarianship program.

Student Obligations

Field experience activities will provide many opportunities to learn, and students must engage productively with all such opportunities. All students should be prepared to make an intensive commitment to complete all required field experience activities and observations.

It is the student's responsibility to find library media specialists willing to work with them to complete course activities. For help in locating schools, please contact the School Library Program Coordinator Mary Jo Sicurella at mjsicure@buffalo.edu.

Students are also strongly encouraged to make a repository (digital or print) of the activities in this course for LIS 525 P, use in a professional portfolio, or while employed as a library media specialist.

The following list serves as a reminder to student teachers about their obligations to themselves,

students, cooperating teachers, school districts, UB and the profession.

- Adhere to all school and classroom policies and procedures including the school's code of professional conduct. Failure to adhere to such policies and/or procedures shall constitute good reason for assigning a grade of Unsatisfactory and dismissing a student from the initial teacher certification program.
- Maintain confidentiality in conversations about school faculty, staff, and students; inappropriate breaches of confidentiality shall constitute good reason for assigning a grade of U for the course and dismissing a student from the program.
- Demonstrate professionalism and foundational capacities as described in this Guide; unprofessional actions or evidence of a lack of foundational capacities shall constitute good reason for assigning a grade of U for the course and dismissing a student from the program.
- Report all suspected cases of child abuse and/or neglect to her/his cooperating teacher and/or appropriate school administrator and your course instructor.
- Check UB e-mail daily.
- Visit the course site on UBLearns regularly.
- Continue to make sure all necessary forms and administrative obligations to LIS are completed or fulfilled as required.
- Sign, date and submit to the LIS 524 instructor the Agreement of Understanding.

Grading Procedures

Students must earn an "B-" grade in this course in order to be recommended for NYS certification as a library media specialist. Proper grammar, spelling, and punctuation are expected. All required work must be completed to receive an "B-" grade.

Incomplete Grades

For all graduate-level courses, an interim grade of incomplete (I) may be assigned if the student has not completed all requirements for the course. A grade of I can be assigned only if the student has a passing average in course requirements already completed and successful completion of unfinished coursework could result in a final grade better than the default grade. The instructor shall provide the student specification, in writing of the requirements left to be fulfilled. An interim grade of I shall not be assigned to a student who did not complete assignments due to non-attendance in the course.

This course is a program requirement and must be taken in the first academic year. LIS 524 is only offered during the fall semester and a pre-requisite for LIS 532, LIS 585 and LIS 525.

Guide to LIS 525 E, S, P: Student Teaching and Portfolio

Introduction

LIS 525 is the culminating course in the MS in School Librarianship Program and is delivered into three separate sections, LIS 525 E, LIS 525 S, and LIS 525 P. For students entering the program prior to fall 2024, the practicum requires:

- LIS 525 E: Minimum of 20 days of student teaching in an elementary school library media center (grades preK-6).
- LIS 525 S Minimum of 20 days of student teaching in a secondary (grades 6-12s).
- LIS 525 P in the creation of a professional portfolio; an organized presentation of an individual's education, work samples, and skills.

For students entering the program in fall 2024 or later the following is required:

- 70 days of student teaching, professional portfolio. The 70 days can be completed in one semester or over two semesters.

Each section of 525 (E, S, P) is worth one (1) credit hour and student may enroll in one, two, or all three sections during a semester. Students must be forced registered into the course by the DIS after a successful academic review and completion of course pre-requisites. Enrollment in each section of LIS 525 during a semester can constitute full time student status. To be recommended by the DIS to NYSED for your Initial Teaching certificate, each section is required. Students must complete LIS 525 P to graduate with a MS in School Librarianship as a culminating portfolio that ties learning to departmental goals is a conferral requirement.

Course Objective:

To provide students an opportunity to integrate theory and coursework into practice by working in a school library media center.

All forms required for LIS 525 (E, S, P) are available from the School Librarianship Program Coordinator.

Steps to completing LIS 525 E or 525 S:

1. Student must be forced registered into each section of LIS 525.
 - a. To be registered students must complete and submit the *LIS 525 Permission to Register Form*, the *LIS 525 (E, S) Practicum in School Media Center Checklist*, and the *Agreement of Understanding* to the School Librarianship Program (SLP) Coordinator the semester prior to intended enrollment.
 - b. It is recommended that students start the fingerprint process at the same time they submit the *LIS 525 Permission to Register Form* since many school districts now require background checks prior to granting permission for a student to complete a practicum in their schools.
2. The student is responsibility for locating a school library for a practicum placement.
 - a. Students complete a *LIS 525 Practicum Site Choice* form and turn it in to the SLP Coordinator.
 - b. SLP Coordinator sends the site approval person listed on the *LIS 525 Practicum Site Choice* form a letter and form requesting approval for the student to complete a practicum in stated school district.
 - c. School district returns the completed approval form.
- 5 3. The student completes the required school days at the practicum site and the cooperating school librarian

overseeing the student returns the *LIS 525 Practicum Student Evaluation Form* to the or course instructor.

- a. This process is repeated for the second requested student teaching placement if required.
4. Students are required to submit a video to the course instructor showing them presenting a lesson during each of their practicum experiences (minimum length of 20 minutes)

Eligibility

In order to proceed with student teaching (LIS 525E, LIS 525S), each pre-service teacher must submit to the LMP Coordinator, a Student Teaching Application during the semester preceding student teaching. This application must be approved prior to the beginning of student teaching (because of the timing of the release of course grades, this review may occur simultaneous with the scheduled start of student teaching and in some circumstances student teaching placement may be canceled at this time).

In addition to other requirements as described in the Student Teaching Application, the pre-service teacher must have successfully:

- completed all **SLP** core courses with a grade of B or better;
- have pedagogical requirements completed and transcripts on file;
- have no grades of Incomplete;
- sign, date and turn in to the LIS 525 instructor the Agreement of Understanding (Standards for Professional Behavior and Dress Code Expectations);
- if needed, complete the Certificate of Full-Time Student Status Form for Graduate Students to defer or attain student loans.

During the student teaching semester, student teachers adhere to the daily schedules and calendars of the assigned schools. Student teachers are to attend all scheduled teaching days, as well as exam and staff development days, and may only miss (1) day for a school emergency closing day. Absences will result in the extension of student teaching during the current semester or postponement to a future semester.

No student teacher will be placed in a school where there is deemed to be a potential conflict of interest. Lack of appropriate transportation is not an acceptable reason for non-completion of program requirements.

Throughout student teaching, an essential priority is the beginning professional development of the student teacher. However, the *leading priority* is the learning of the PreK-12 students. These coexisting dual priorities must guide all actions that occur in preparation for and within the student teaching placements and student teachers must understand that they will have a responsibility for their learning as well as for the creation of an environment that supports the learning of the students in the classroom.

Professionalism

Professionalism comprises a variety of matters related to the ways in which pre-service teachers are expected to approach their field experiences. Although it is often difficult to comprehensively define, teach, and assess professionalism, the following offers some concrete descriptions that set a minimum standard of expected professional conduct.

At the core of professionalism is an approach to one's professional development through reflective practice. This entails critical analysis of one's thoughts and actions and is informed by feedback from others. Only through reflective practice can one gain new knowledge that demonstrates a deep understanding of one's experiences and, specific to the profession of education, of the possibilities regarding processes of teaching and learning. Within the initial teacher certification program, reflective practice is positioned as a connecting thread and pre-service teachers have a myriad of opportunities to develop their skills of critical analysis. Pre-service teachers are expected to engage in reflective practice and thus must recognize their need for development, take the initiative to self-critique, seek out and accept the critique from others, and adjust their thoughts and actions in response to this.

In addition to reflective practice, pre-service teachers are expected to assume independent responsibility for their professional pursuits and to avoid unproductive inclusion of others, including family members, who may interfere with their preparation. The display of a lack of independent responsibility and/or the unproductive inclusion of others will serve as a sign that a pre-service teacher is not ready to engage in professional preparation. Related to this, the sharing of information regarding pre-service teachers' education records will occur in compliance with the Family Educational Rights and Privacy Act (FERPA), which establishes boundaries regarding with whom we are able to share information (for example, we will not converse with family members regarding particulars of your program experience).

As pre-service teachers visit and work in schools, they acquire specific information about students, teachers, and school systems. This information is available for professional development only – there can be no sharing of information outside the professional context. In reacting to what is observed, pre-service teachers are reminded that they have very limited experience in a setting about which they might be tempted to make judgments or generalizations. This means that while they are expected to share their observations and interpretations with other pre-service teachers and their teacher education associates during the field experience course, student teaching, and seminars, such discussions are inappropriate with individuals who are not involved with the School Librarianship program or in settings where others might misinterpret their comments. Inappropriate sharing of information, including the public representation of students, teachers, and school systems through the Internet and/or other electronic/digital means shall constitute unprofessional conduct.

Pre-service teachers are expected to demonstrate the basic professional competencies expected of practicing teachers, which includes the following: arrive to school in a timely manner; present themselves in a professional manner as related to their dress, personal appearance, and hygiene; and maintain a courteous and respectful relationship with school personnel, students, and parents/guardians. Failure to consistently demonstrate these competencies shall constitute unprofessional practice.

Pre-service teachers are reminded that they are guests in the schools and therefore they must follow all applicable school and classroom policies and procedures (including those that may be more restrictive than those of UB; for example, a prohibition of the use of cell phones).

A school may refuse entry to a pre-service teacher who has violated a school policy and/or procedure, and depending on the circumstances of the situation, the School Librarianship program will determine whether a specific case rises to the level of unprofessional practice.

Additional examples of unprofessional conduct include (but are not limited to): disorderly, violent, or threatening conduct (including conduct outside of the school); conduct that endangers the safety, health, or welfare of others (including conduct outside of the school); use of alcohol/drugs during school hours or at school events or preceding school hours/events such that they remain under the influence while attending school hours/events; provision of alcohol/drugs to students, including outside of the school; intimate and/or sexual contact with students; inappropriate social contact with students (including via e-mail, the Internet, text messaging, and/or other forms of electronic/digital communication); explicit violation of students' civil rights; theft, including theft of intellectual property and theft committed via electronic/digital means; as well as an expressed intent, or an encouragement of others to engage in any of the above conduct.

Throughout their program, pre-service teachers are expected to interact with and represent UB faculty, staff, and students in a professional manner consistent with UB policies and in line with the above description of professional conduct. As with instances of unprofessional conduct within schools, unprofessional conduct demonstrated through interactions with and/or representations of UB faculty, staff, and/or students shall constitute unprofessional within the program.

Instances that represent a lack of appropriate professional conduct, including not meeting stated expectations and/or violating prohibited actions, shall constitute good reason for removing a pre-service teacher from student teaching, assigning a grade of U for the LIS 525 practicum course, and/or dismissing a pre-service teacher from the initial teacher certification program.

Student Teaching Activities Schedule

Student teaching situations vary, and therefore the following schedule is a framework for each placement to serve as a guide.

First Week

During the first week, the student teacher should accomplish the following:

- Observe her/his cooperating teacher and students as a means of becoming familiar with the teacher's instructional methods, the library program, and the students' names, personalities, and needs;
- Become familiar with the established routines and environment in the library;
- Become familiar with the curriculum;
- Observe other teachers;
- Assist the cooperating teacher in library activities;
- Work with individual and small groups of students;
- Tour the school building and meet with faculty, administrators, and staff;
- Participate in the school, both curricular and extracurricular, outside of the classroom;
- As appropriate, prepare materials for the library;
- Demonstrate initiative.

During this week, the student teacher and cooperating teacher should clarify the plans for the student teacher to assume increasing responsibility of the operation of the library (this does not mean that the cooperating teacher will decrease responsibility; instead, it is expected that student teachers and cooperating teachers share responsibility for the learning environment of the library).

Weeks Two Through Four

During these weeks, the student teacher should assume increasing responsibility for preparing lesson plans and should assume teaching responsibilities for an increasing portion of her/his/their cooperating teacher's schedule, as determined by the cooperating teacher however, always recognizing that s/he/they is teaching in a library for which her/his/their cooperating teacher ultimately has responsibility.

Lesson Plans

Although many experienced teachers do not write detailed lesson plans, it is important for beginning teachers, and especially student teachers, to write detailed lesson plans as a means of organizing their thoughts, to be as prepared as possible to teach and to serve as a catalyst for reflection. For student teaching, abbreviated lesson plans are not acceptable, because a full lesson plan is the best learning tool. Student teachers are to follow the lesson plan format that is recommended by the district in which they are student teaching. If there is no one recommended format, student teachers are to use the lesson plan format provided with the course materials for LIS 525 (E, S, P).

A formal lesson plan is to be submitted to your practicum instructor by the end of the third week of a student teaching placement. A written formal lesson plan is a required e-portfolio artifact.

Student Teacher - Cooperating Teacher Relationship

The relationship between the student teacher and the cooperating teacher is a key component in the student teaching experience. Toward the goal of a positive experience is a relationship between the student teacher and cooperating teacher that is communicative, honest, and professional. There are a few points that student teachers should keep in mind throughout their student teaching experience:

- Experiences with cooperating teachers and within schools will vary and are to some extent unpredictable;
- Student teaching is a learning process that will provide many new experiences and all experiences are potential learning experiences;
- The cooperating teacher ultimately is responsible for her/his/their students and library and the student teacher is a guest in the cooperating teacher's library and in the school;
- Coursework and pre-student teaching field experiences are important parts in the process of the development of a student teacher, providing a foundation for daily teaching experiences;
- Throughout student teaching, it is the student teacher's responsibility to actively make connections in order to succeed in the student teaching placement;
- Preparation for teaching occurs throughout the school day, but also before and after the school day as well as on the weekends.

In order for the student teaching experience to be successful, it is necessary for student teachers to approach student teaching with a seriousness of purpose and a commitment to do more than perhaps they ever had thought they could. Approaching student teaching in this manner will contribute to the development of a constructive relationship between the student teacher and the cooperating teacher and thus a meaningful student teaching experience. Like all relationships, the relationship between the student teacher and the cooperating teacher is one that requires work to make it mutually beneficial.

Selection of Cooperating Teachers

A Practicum Site Choice Form must be completed for each practicum experience (525E elementary and 525S secondary). You must visit school libraries that you are considering as sites for your practicum experiences. The choice of a site is extremely important. You should select a supervising media specialist with whom you feel you have good rapport. The form can be obtained from the SLP Coordinator. Read the Practicum Site Choice Form carefully and follow the instructions. After the form is completed, return it to the SLP Coordinator.

Site Guidelines:

- The supervising LMS must have worked as a certified LMS for three years and have worked in his/her/their present position for at least one full year;
- The media center can utilize either a flexible or fixed schedule, but collaboration between the LMS and classroom teachers should be present;
- The site may be one that the UB student visited in LIS 524;
- You cannot substitute for the supervising LMS during your practicum;
- You may not begin a practicum experience until an official approval letter from the school district has been signed, and returned to the DIS by the Site Approval Person.

When the completed Site-Choice form is returned to the DIS office, the department will send a letter to the school district to request approval for your practicum placement. After the approval letter from the school district is received in the DIS office, you will be contacted via email and may begin your practicum.

Absences

Student teachers cannot be used as substitute teachers (a certified substitute teacher must be present in the absence of the cooperating teacher); however, the student teacher may teach in the presence of a substitute teacher. If the cooperating teacher is going to be absent for longer than 3 days, the student is to contact the practicum supervisor. Such an extended absence may require that the practicum student put the practicum on hiatus until the return of the cooperating teacher.

If the student teacher is going to be absent, s/he/they must contact the cooperating teacher prior to the absence; the absence must be made-up by the student. One snow day is the only excused absence. Student teachers are to arrive to the school by the time that their cooperating

teachers are required to arrive and are to leave no earlier than the time their cooperating teachers may leave.

Grades

Grades for 525E and 525S student teaching practicums are an S (satisfactory, having earned a grade of B or better) or U unsatisfactory. A grade of U in the first placement will prohibit the student teacher from proceeding to a second placement.

A grade of I is rarely assigned and only in a case-by-case manner according to the UB Graduate School policy, which is as follows: A grade of incomplete may be given only in those instances in which the student has not been able to complete all the assigned projects and/examinations in a course due to illness or other unforeseen and compelling circumstances. Incompletes are not available to students who have not satisfactorily completed the other academic requirements of the course.

Grades for a student teaching placement cannot be entered until the instructor has received signed copies of the cooperating teacher's Practicum Student Evaluation Form. It is the collective responsibility of the student teacher, and cooperating teacher to ensure that all required evaluations are submitted to the course instructor.

Student Obligations

Student teaching will provide many opportunities to learn, and student teachers must engage productively with all such opportunities. All student teachers should be prepared to make an intensive commitment during the fulltime student teaching semester that is required to complete the initial teacher certification program.

The following list serves as a reminder to student teachers about their obligations to themselves, students, cooperating teachers, school districts, UB, and the profession. Please note, although the following is a detailed list, it is not an exhaustive list; additional responsibilities may be required.

- Prepare a lesson plan for each lesson taught, to be reviewed by her/his/their cooperating teacher and course instructor;
- Video tape a lesson in each practicum to be used as a tool for reflection, professional development, and include in the SLP required e-portfolio;
- Maintain a daily log of activities;
- Adhere to all school and classroom policies and procedures, including the school's code of professional conduct. Failure to adhere to such policies and/or procedures shall constitute good reason for removing a student teacher from a placement, assigning a grade of U for the placement, and dismissing a student teacher from the initial teacher certification program;

- Maintain confidentiality in conversations about school faculty, staff, and students; inappropriate breaches of confidentiality shall constitute good reason for removing a student teacher from a placement, assigning a grade of U for the placement, and dismissing a student teacher from the initial teacher certification program;
- Demonstrate professionalism and foundational capacities as described in this Guide; unprofessional actions or evidence of a lack of foundational capacities shall constitute good reason for removing a student teacher from a placement, assigning a grade of U for the placement, and dismissing a student teacher from the initial teacher certification program;
- Be familiar with the Practicum Student Evaluation Form to be completed by the cooperating teacher;
- Report all suspected cases of child abuse and/or neglect to her/his cooperating teacher and/ or appropriate school administrator, and your course instructor;
- Understand that student teaching (525E and 525S) and the e-portfolio (525P) are the primary responsibilities during the student teaching semester.
- If a problem arises during student teaching, discuss this first with her/his cooperating teacher and/or your course instructor as appropriate;
- Check UB e-mail daily;
- Continue to make sure all necessary forms and administrative obligations to the DIS are completed or fulfilled as required;
- Maintain communication with your advisor and the Department Information Science, and follow all procedures and policies, including the filing of appropriate forms relevant to her/his degree.

Prior to student teaching, each student teacher must:

- Read and be familiar with the contents of this *Guide*;
- Contact and meet with her/his cooperating teacher(s) in order to obtain schedules, receive any pertinent materials, and plan the upcoming experience;
- Become familiar with the school's policies and procedures;
- Be knowledgeable of the applicable New York State learning standards and curriculum; Consider a classroom management plan to implement and appropriately adjusted during the placement.
- Know the school's vacation schedule, not that of UB;

During student teaching, each student teacher must:

- Demonstrate dispositions of a high-quality educator, including, but not limited to, the following:
 - take initiative (do more than "just get by") and appropriate risks (do more than what feels familiar and easy);
 - be open to critique and adjust in response to the provided critique; plan, but be flexible and creative when faced with unanticipated events;
 - take responsibility for her/his/their learning and for the learning of her/his/their students;
 - be communicative and express concerns in a productive manner; respect diversity and work equitably with others. ***Failure to demonstrate the above dispositions shall constitute good reason for removing a student teacher from a placement, assigning a grade of U**

for the placement, and dismissing a student teacher from the initial teacher certification program;

- Attend in-service meetings, staff meetings, open houses, and similar events that her/his co-operating teacher(s) attend(s).
- Be on time for each school day and to any after school events. At minimum, work the same hours as her/his cooperating teacher; not arrive after or leave before her/his cooperating teacher. Failure to be timely in all work associated with student teaching shall constitute good reason for removing a student teacher from a placement, assigning a grade of U for the placement, and dismissing a student teacher from the initial teacher certification program.

Portfolio (LIS 525P)

Students create a professional e-portfolio consisting of items (artifacts) from their coursework and practicum experiences. The purposes of the e-portfolio are:

- (1) to document your growth throughout your courses;
- (2) to demonstrate your mastery of professional knowledge and skills and how you will use those skills as an LMS;
- (3) to reflect on the selection of the items in the e-portfolio and on your professional growth; and
- (4) to indicate the areas of proposed future professional development.

The portfolio must contain only the specified number of items (artifacts) listed in the course syllabus. Reflective pieces (artifacts) are to be a minimum of two pages. Reflections are to discuss what students learned about the process of completing assignments and how they will use the knowledge gained once employed to better service the school community and improve student learning.

Items may not be included in more than one category. None of the artifacts should have grades or corrections on them (corrections that may have been noted by coursework instructors should be made, but include fresh copies of the artifacts in your e-portfolio).

The e-portfolio must be submitted electronically on a well-designed Web page for which you provide the instructor the URL address and password.

The e-portfolio is evaluated on the appropriateness of the items to demonstrate the specified content areas, the quality of the items in the e-portfolio, demonstration of critical thinking in reflective comments, the professional appearance of the e-portfolio, and adherence to the due date. The e-portfolio (525P) will be grades as S satisfactory or U unsatisfactory.

NYS Certification

Students are recommended to the TEACH System for NYS Initial Certification, Library Media Specialist, by the University upon completion of all academic requirements and degree conferral. Certification dates in NYS are February 1, June 1, and September 1 of each calendar year.

Student must create personal accounts in the TEACH System:

[http:// www.highered.nysed.gov/tcert/teach/](http://www.highered.nysed.gov/tcert/teach/).

It is the responsibility the student to submit proof of attaining all non-academic requirements to the NYS Department of Education through the online NYS TEACH System.

Information Resource for Non-Academic Requirements

- Fingerprinting information: <https://www.identogo.com/>
- Educating All Students Test (EAS) -
https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY201_TestPage.html
- Content Specialty test (CST) -
http://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY074_TestPage.html
- Child Abuse Identification Workshop: <http://www.highered.nysed.gov/tcert/certificate/ca.html>
- School Violence Prevention and Intervention Workshop: <http://www.highered.nysed.gov/tcert/certificate/save.html>
- Dignity for All Students Act training DASA -
<http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html>

NYS Initial Certification Process:

- Student must apply for an Initial Certificate using this data:

Approved New York Teacher Certification Program

- Award title: Master of Science
 - Program Code: 25719 – Library Media Specialist
 - Area of Interest: Classroom Teacher
 - Subject Area: Library Science
 - Grade Level: PreK-12 – All grades
 - Title: Library Media Specialist
 - Certificate: Initial Certificate
- Student must submit payment to TEACH System.

NYS Professional Certificate:

Description: The advanced-level certificate for classroom teachers. Validity: Continuously valid with completion of required professional development hours on a five-year professional development cycle. <https://eservices.nysed.gov/teach/certhelp/search-cert-reqs>

Policy Concerning Unsatisfactory Student Teaching Performance

The Library Media Program (LMP) at the University at Buffalo is responsible for the governance of the initial teacher certification program as related to student teaching (as well as the preceding field experience and accompanying seminar in teaching). Should a 525 (E, S) student teacher's performance be deemed U (unsatisfactory)*, the typical process is as follows (certain situations may require deviation from the indicated sequence of events):

- LMP retains the right to remove a student teacher from the placement at any time;
- Should the student teacher lack sufficient teaching skills to receive a passing grade as determined by her/his cooperating teacher and/or the course instructor, as applicable to the given situation, the student teacher shall have a conference with the SLP Coordinator and instructor;
- The student teacher will be informed by SLP Coordinator of the decision about how to proceed, including, but not be limited to, the following possible options:
 - The student teacher will be encouraged to drop or resign from student teaching;
 - Student teaching may be extended beyond the scheduled completion date;
 - The student teacher may be assigned a grade of U for the placement;
 - The student teacher may be dismissed from the initial teacher certification program.
- Should a student teacher wish to repeat student teaching after dropping, withdrawing, being removed, or failing due to unsatisfactory student teaching performance, the student teacher must meet with the Coordinator of the SLP and the instructor. They will determine if repeating is possible and, if so, will outline an individual program designed to address the deficiencies previously demonstrated.

* Typically, such determinations are made during a placement; however, if new information is brought to the attention of SLP personnel after a placement has ended (including after a grade has been submitted) and this new information supports the assignment of a grade of unsatisfactory, a student teacher's performance may deem unsatisfactory retroactively. The length of time allowed for the completion of the designated remediation program and reapplication for student teaching shall be left to the discretion of SLP. Such a program may include, but not be limited to, the following:

- Personal and/or career counseling;
- Workshops;
- Coursework;
- Fieldwork;
- Directed independent study.

Successful completion of the entire remediation program is a prerequisite to reapplying to student teach in a future semester, and if it is determined that the student teacher is unwilling to or incapable of successfully completing the designated remediation program, the student teacher may be dismissed from the initial teacher certification program.

The student teacher has the right to appeal a grade and/or a recommendation for removal from the initial teacher certification program according to policies and procedures established by the Graduate School of Education.

CHECKLIST OF SCHOOL MEDIA PRACTICUM EXPERIENCES

The LIS 525 practicum student practices the skills learned in the library media specialist program; students gradually assume responsibility for instruction, library management and related duties under the direct supervision of a certified library media specialist.

Teaching for Learning

- Collaboration with other professional staff to support instruction through library services
- Familiarity with the scope and sequence of information literacy skills and the Common Core Learning Standards
- Experience with curriculum mapping and instructional management systems used to record student progress
- Instruction of individuals, small groups, and whole class groups in the use of the library media center
- Awareness of diverse learning styles and teaching methods

Literacy and Reading

- Familiarity with age-appropriate, award-winning, and theme-based literature
- Reader's advisory
- Story telling
- Book talks

Information and Knowledge

- Awareness of the network environment, Internet filters, and use of other current and emerging technologies in that school
- Use of available databases
- Cataloging and classification of various formats
- Preparation of bibliographies and other resource lists
- Familiarity with legal guidelines and professional ethics including: Internet acceptable use policies, copyright and fair use, collection development policy and reconsideration procedure, circulation procedures
- Selection and acquisition of materials
- Interlibrary loan and resource sharing

Advocacy and Leadership

- Attend school and district professional meetings
- Preparation of exhibits, displays, learning centers and other instructional media
- Awareness of local librarian groups and associations

Program Management and Administration

- Experience in scheduling activities, classes, and independent users
- Participation in administrative functions including: development of LMC procedures, preparation of library media center reports and publicity, proposal or grant writing, budget preparation and accounting procedures.
- Ordering, processing, maintenance and repair of materials and equipment
- Experience working with aides, assistants, and volunteers
- Planning techniques (short and long-range)

NEW YORK STATE CODE OF ETHICS FOR EDUCATORS

The following provides an overview of the New York State Code of Ethics for Educators. For further information, please see: <http://www.highered.nysed.gov/tcert/resteachers/codeofethics.html>.

Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality. Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

**Department of Library and Information Studies
Graduate School of Education – University at Buffalo
LIS 524 - Field Experience Activity Verification Log**

Thank you for agreeing to allow a University at Buffalo school library media specialist student to complete activities and observations in your school library. The student is undertaking field work for the LIS 524 School Media Center Field Experience, which is generally the student's initial course in school media.

In addition to activities and/or observations in your school library, the student may want to ask you some basic questions about your library related to scheduling, support staff, collaboration, teaching of information skills, resource-sharing, budget, literacy initiatives, administrative support, professional development, and collection development.

The student is required to complete mandated NYS hours of field experience at a variety of school libraries. We ask that you please sign in the appropriate section(s) of the table below as verification that the student completed the hours/activities in your LMC. The student will submit the signed form to their instructors. Please feel free to make a copy of this form if you would like one for your records.

Again, we express our sincere thanks to you for mentoring our future school librarians. If you have any questions or concerns, please do not hesitate to contact Susan Allen at sallen@buffalo.edu or Mary Jo Sicurella, at mjsicure@buffalo.edu.

Page 2 – Field Experience Log

Student Name _____

Student enters the information at the conclusion of each visit at the school and requests signature from the Library Media Specialist.

| Date(s) & Time in Library | Field Experience Work Undertaken (student should briefly list; bullet points are fine) | LMS Signature, Email, Name of School & School Grade Levels Served <i>Please print name and also sign for each visit.</i> |
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| Total Time: | | |

Intent to Student Teach Application

LIS 525

MS in School Librarianship

Name: _____ Student # _____

LIS 525 E ☐ Fall 20__ ☐ Spring 20

LIS 525 S ☐ Fall 20__ ☐ Spring 20

LIS 525 P ☐ Fall 20__ ☐ Spring 20

----- Do not write below this line--Office use only-----

Eligibility Review

Date: _____ Notes: _____

Date: _____ Notes: _____

Date: _____ Notes: _____

LIS 525 Registration Approved ☐ Date: _____

Adviser's Signature of Approval: _____

Directions

- 1) Complete the fillable areas within this application to request a student teaching eligibility review.
- 2) Read and sign SL Student Teaching Registration Checklist.
- 3) Read and sign SL Student Teaching Agreement of Understanding.
- 4) Read and sign SL Student Teaching Permission to Register Form.

Return to:

Email: mjsicure@buffalo.edu (attach supporting documentation as PDFs)

Fax: (716) 645-3775 Attn: Mary Jo Sicurella, MS in SLP Coordinator

Mail: Department of Library and Information Studies

University at Buffalo – Graduate School of Education

534 Baldy Hall, Buffalo NY 14260-1020

Attn: Mary Jo Sicurella, MS in School Librarianship Program Coordinator

After you have been approved to student teach, you should begin seeking out cooperating school district approval information. Complete the Site Request Form and return it to the DIS. A letter will be sent to the requested district with the Request for Student Teaching Placement Approval Form on official letterhead by the DIS. You need to allow time for processing by both the DIS and the district. Letters will only be sent upon application approval.

- Set up a TEACH account with NYSED OTI <http://www.highered.nysed.gov/tcert/teach/>
See UBL's MLS Orientation site for directions.
- Research and complete CAW, SAVE, and DASA workshops (NYS requirement).
- Visit a few prospective LMCs and talk to the district about supervising a student school librarian (i.e., investigate district approval person, policies and procedures).
- Fill out the *Request Site Choice Form* for *each* section of LIS that you plan to register.
 - Be sure to get the cooperating school librarian's personal information for stipend eligibility after supervising practicums.

Department of Information Science, School Librarianship Program

**PERMISSION TO REGISTER FOR
LIS 525 (E, S, P) School Media Center Practicum**

You may not begin either of your 20-day practicums until an approval letter has been signed and returned to the DIS office for EACH section of LIS 525 E, S, P.

Eligibility: You must have completed all required library media specialist courses or be in their final semester, have a 3.0 G.P.A., and have no "incompletes." You must have your pedagogical core courses completed with transcripts or equivalent exam for credit scores on file. New York State residents must have verification of NYSED required certification workshop completion on file with the DLIS prior to enrolling in sections E or S.

Prior to receiving permission to register, you must complete and turn in to the School Librarianship Coordinator an Intent to Student Teach application and required documentation. For EACH section of LIS 525 that you wish to register for, a Student Teaching Placement Application must be completed.

Directions: Read, complete, sign, and return this form to the SL Coordinator (see below for fax, email, or mail).

Fax: (716) 645-3775 Email: mjsicure@buffalo.edu Mail: Department of Library and Information Studies
University at Buffalo, Graduate School of Education
534 Baldy Hall, Buffalo, NY 14260-1020
Attn: Mary Jo Sicurella

Student Name: _____ **UB Person #:** _____
Social Security #: _____ **Date of Birth:** _____
Home Address: _____
State: _____ **Zip:** _____
E-Mail UB: _____ **Personal:** _____
Home Phone #: _____ **Cell Phone #:** _____

I, _____, understand the requirements for registration for LIS 525 and I authorize the Department of Library and Information Studies at the University at Buffalo to use my social security number and any other information pertaining specifically to teacher certification recommendation on the New York State Education Department's Office of Teaching Initiatives' TEACH website.

Student Signature

Date

Permission granted for this student to register for the course(s) and semester indicated below.

Course Section: E ☐ S ☐ P ☐
Year: 20____ **Semester:** Fall ☐ Spring ☐

SL Coordinator Signature

Date

LIS 525 (E, S)

School Library Student Teaching Registration Checklist

Please *initial* next to each statement that applies to you.

- ___ I have completed and acquired the necessary information contained within this application.
- ___ I have met all pedagogical requirements as indicated on my Plan of Study with verifying documentation on file with the DIS.
- ___ I have completed all prerequisite SLP courses: LIS 524, LIS 532, LIS 568, LIS 585.
- ___ I have no grades of incomplete.
- ___ My GPA is at least 3.0.
- ___ I understand that I must do two 20-day practicums; one at the elementary (P-6) and one at the secondary (7-12) level.
- ___ I understand that I cannot start student teaching until I have received written approval from the DIS **and** the hosting school district. All signed forms must be in the IS office prior to starting each experience.
- ___ I understand that I must complete a professional portfolio to graduate.
- ___ I have read, understand, and intend to comply with the Field Guide to LIS 525E, LIS 525S, and LIS 525P.
- ___ I have signed and turned in to the LMP Coordinator the *Agreement of Understanding: Standards for Professional Behavior and Dress Code Expectations*.

*****New York State Education Department Certification Candidates Only*****

- ___ I have successfully completed the NYSED required workshops from a NYSED **approved** provider: Child Abuse Identification Workshop (CAW)
School Violence Prevention and Intervention (SAVE)
Dignity for All Students Act (DASA) training (3 hrs. online; 3 hrs. in person)
- ___ I have self-registered in TEACH and grant permission to the DIS to use my SS# to verify.
- ___ I have completed the fingerprinting process.
- ___ I am aware that I must apply and pay for certification through the NYS TEACH System. .

Student signature

Date

Agreement of Understanding
Standards for Professional Behavior and Dress Code Expectations
Department of Library and Information Studies, Masters in School Librarianship

Professional Behavior/Demeanor

Display an eagerness to actively learn and a willingness to seek out new experiences. Professionals share leadership responsibility and should not wait around to be told what to do or think.

Clearly identify yourself to others in the school community.

Proceed with an attitude that *all students will learn*.

Respond professionally to feedback.

Use appropriate written and oral communication respectfully and truthfully and in the appropriate forum (i.e., avoid use of profanity, slang, and communication structures considered too casual or informal). Answer phone calls/email in a timely and courteous manner.

Carefully prepare for all lessons/classes for which you are responsible, consulting with your cooperating teacher and/or supervisor. This should be done outside of the regular school day.

Avoid absences unless you encounter an emergency (e.g., flat tire on the way to site) or have a legitimate illness (e.g., running a high temperature or vomiting). In such cases, you need to contact site personnel and your supervisor *immediately*.

Arrive early and leave only after consulting with cooperating teacher unless prearranged. Be on time for meetings and appointments.

Maintain a professional relationship with students, staff, parents, and cooperating teacher. Treat people with dignity and respect.

Follow and uphold all school rules, including those regarding drug and alcohol use and sexual harassment, DLIS expectations, and legal requirements or obligations.

Demonstrate respect for colleagues, administrators, parents and students and their differing opinions, backgrounds, abilities, and feelings.

Respect the confidentiality of students, colleagues, and parents in written work and in the public arena.

Communicate regularly with your cooperating teacher and DLIS supervisor, use them as a resource, and contact them immediately when problems arise.

Maintain composure at all times.

Use the Internet and social networking to your advantage. Convey a professional image and highlight your communication skills and creativity.

- Be careful: Do you want the school community to see those revealing photos or questionable jokes?
Are you advertising your participation in inappropriate behaviors or events?
- Be discreet: Consider setting your profile to “private” so that a limited number of people have access to it.

_____ Initial

Professional Behavior Glossary

Presentable: Presentable means showing up for work groomed and dressed in a way that is appropriate without being distracting. In face-to-face situations, one's physical appearance is almost always the first indication of "professionalism" that others judge.

Reliable: Reliable means consistently performing one's work, and delivering results, in an effective manner. A reliable person also is accurate about how much work he or she can actually accomplish in the projected timeframe.

Conscientious: Conscientious means doing high quality work in order to satisfy an internalized value that one's work should be done with attention to excellence. A conscientious professional takes pride in all of his or her jobs, not merely those that will receive the most notice or the highest remuneration.

Nonjudgmental: Nonjudgmental means that one is not prone to arrive at conclusions so swiftly that relevant information is not considered, or that possible misunderstandings are never probed.

Professional Appearance

General guidelines for dress and appearance: Teachers, like other professionals, gain respect from their constituents partially through appearance. A neat and clean appearance is required at all times. Clothing choices should meet or exceed the standards of your school placement's dress code. All clothing is to fit properly (neither too tight nor oversized and sagging) and provide a modest covering (avoid sheer fabrics, plunging necklines, and styles that do not cover mid sections or undergarments).

Specific guidelines (unless stated more stringently by school placement):

Grooming: Hair and nails should be clean and neat with attention given to bodily odors. Men must appear clean-shaven, with trimmed beards.

Body Piercings: Other than ears and those with religious significance, body piercings may require the approval of the building principal.

Tattoos: Should be covered unless permission to allow them to be seen is granted by the principal.

Footwear: Shoes should be comfortable and clean (e.g., no beach footwear or tattered cross trainers).

Jeans and sweat pants: Jeans, sweat pants, yoga pants, and loungewear are not professional attire.

Questionable wording: Garments containing obscene, offensive, or gang-related messages, or references to products that are illegal to minors, are not professional attire.

I have read and understand the above stated expectations and agree to follow them while completing my field experiences through the Department of Library and Information Studies at the University at Buffalo.

Student Signature

Date