Document Description:

This document is used for school library students in the School Library Certification program at the University of North Texas. The document is designed to guide practicum students as they complete tasks in their practicum experience. The tasks are aligned with the following sets of standards:

- ALA/AASL/CAEP School Library Preparation Standards, last updated in 2019. See New School Librarian Preparation Standards: How Does Reading Fit in?[1]
- School Library Programs: Standards and Guidelines for Texas as seen in the Texas Administrative Code Sec. 33.021 (denoted as TXSLP on tasks below)
- 19TAC 239 subchapter B Rule 239.55 Standards Required for the School Librarian Certificate
- 19TAC 228. Requirements for Educator Preparation Programs Subchapter F. Support for Candidates During Required Clinical Experiences

If you have questions about this checklist, please get in touch with Dr. Tricia Kuon, UNT practicum coordinator, at tricia.kuon@unt.edu.

Instructions:

Please provide the clock hours dedicated to completing each task and the date the task was completed in each space provided following the task descriptions. The completed document should include a tally of all practicum hours completed. The document should also be signed and dated by the student and the student's practicum mentor. The document will be submitted as an assignment during the INFO 5193 Practicum course.

Date Practicum Began: _____
(This is the date when the student's INFO 5191 Practicum I course began)

The Learner and Learning:

Develop and teach a lesson in the library (AASL:1.1, 3.3)(TXSLP: Strand 1, 1 dimension of the student's choice; Strand 2, 1 dimension of the student's choice; Strand 4, 1 dimension of the student's choice)(19 TAC 239.55 (b) Standard I. Learner-Centered Teaching and Learning (2)

In INFO 5191 Practicum I, you must create a lesson plan, complete a pre-conference, record yourself delivering the lesson with students, and complete a post-conference. The lesson

---

[1] Dawkins, A., Gangwish, K., & Harlan, M. A. (2020). New School Librarian Preparation Standards: How does Reading Fit In? *Knowledge Quest, 48*(5), 32-38. https://files.eric.ed.gov/fulltext/EJ1252363.pdf

should be developmentally appropriate for the audience, engage the student's interests, and incorporate curriculum to demonstrate adherence to National School Library Standards. The lesson should also include a technology component that could follow the main lesson to enhance or extend the learning.

Time spent in clock hours: _____ Grade Level: _____ Date: _____

Develop and teach a lesson in the library (AASL:1.1, 3.3)(TXSLP: Strand 3, 1 dimension of the student's choice)(19 TAC 239.55(b) Standard I. Learner-Centered Teaching and Learning (8)

In INFO 5192 Practicum II, you must create a lesson plan, complete a pre-conference, record yourself delivering the lesson with students, and complete a post-conference. The lesson should be developmentally appropriate for the audience, engage the student's interests and incorporate curriculum to demonstrate adherence to National School Library Standards. The lesson should also include a technology component that could follow the main lesson to enhance or extend the learning.

Time spent in clock hours: _____ Grade Level: _____ Date: _____

In INFO 5193 Practicum III, you must create a professional development session lesson plan, complete a pre-conference, record yourself delivering the lesson with adults, and complete a post-conference. The lesson should be relevant and of importance to the audience, engage the interests of the audience, and incorporate curriculum to demonstrate adherence to any strand the student chooses from the Texas Administrative Code, Section 33.021 and (19 TAC 239.55(b) Standard I. Learner-Centered Teaching and Learning (7)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

1st informal observation/Discussion with Mentor:

Discussion with your Mentor: Learner Diversity and Learning Differences (AASL: 1.2,1.3; TXSLP: Strand 6: Dimension 5, Strand 6 dimension 2) (19 TAC 239.55(b) Standard I. Learner-Centered Teaching and Learning (6)

In INFO 5191 Practicum I, you are required to complete an informal observation. Please record a 15-minute discussion with your mentor regarding the following two the library in which you are collecting your practicum hours. How have you displayed inclusiveness, cultural competence, or support of individual and group perspectives during your practicum hours? 2. What changes could you make to the library to make it more accessible to people with special needs? You will upload your recording to an online

video storage site (Zoom, YouTube, etc.) and turn in the URL through Canvas. A separate informal observation form will be used in Watermark to guide this discussion.

Time spent in clock hours: _____ Grade Level: _____ Date: _____

In INFO 5191 Practicum I, you must meet with your field supervisor for a post-conference regarding the 15-minute discussion recording you had with your mentor. Details of that post-conference will be tracked and saved using the informal observation form in Watermark.

Time spent in clock hours: _____ Grade Level: _____ Date: _____

2nd informal observation in INFO 5191 Practicum I/Automation System Overview:

Please meet with your mentor or another school librarian to review the significant functions of the automation system used by the school library. Please make a recording or a screencast as you learn how to do the following:

- Check-in and check-out books
- Run overdue notices by class and for individuals
- Place holds or book reserves
- Delete or add fines
- Run a circulation report
- Enter a cataloging record
- Run a collection analysis report

(19 TAC 239.55(b) Standard VI. Learner-Centered Information Science and Librarianship (4)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

3rd informal observation in INFO 5191 Practicum I/Read Aloud:

Please talk with your mentor about a lesson plan in which a read-aloud is required. Based on the lesson needs, select a book for a read-aloud with a class of students. Be sure that the read-aloud meets your mentor's specifications. Please be sure to record the read-aloud. (19 TAC 239.55(b) Standard I. Learner-Centered Teaching and Learning (9)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

1st informal observation in INFO 5192 Practicum II/Discussion with the mentor about House Bill 900 and Collection Development:

Please discuss with your mentor how they make collection decisions and what that process is in the district. Be sure to ask about the book selection process. Also, discuss how House Bill 900 has impacted Collection Development. Please record the discussion. (19 TAC 239.55(b)(19 TAC 239.55(c) Standard II. Learner-Centered Library Program Leadership and Management (1, 2, and 3)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

2nd informal observation in INFO 5192 Practicum II/Budget:

Have a discussion with your mentor about the school's library budget.
(19 TAC 239.55(b)(19 TAC 239.55(c) Standard II. Learner-Centered Library Program Leadership and Management (7, 8, 9, 10, and 11)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

3rd informal observation in INFO 5192 Practicum II/Weeding:

Discussion with the mentor about weeding. (19 TAC 239.55(d) Standard III. Learner-Centered Technology and Information Access (1)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

1st informal observation in INFO 5193 Practicum III/Professional development:

Discussion with the mentor about providing professional development and seeking professional development. (19 TAC 239.55(b) Standard I. Learner-Centered Teaching and Learning (7)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

2nd informal observation in INFO 5193 Practicum III/Makerspace:

In INFO 5193 Practicum III, you are required to complete an informal observation. Please record a 15-minute session featuring you working with a group of students to complete a maker space activity that you developed. The activity may accompany a lesson, but the recording needs only to include the makerspace portion of the lesson. The lesson could be one that the practicum student teaches or one that the mentor teaches, with the practicum student leading the makerspace portion of the lesson.

You will upload your recording to an online video storage site (Zoom, YouTube, etc.) and turn in the URL through the Practicum II course in Canvas. A separate informal observation form will be used in Watermark to provide guidance and feedback for this informal observation. (AASL: 1.4, TXSLP: Strand 2, dimension 1 & 2)
(19 TAC 239.55 (d) Standard III. Learner-Centered Technology and Information Access (3 & 5)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

In INFO 5193 Practicum III, you must meet with your field supervisor for a post-conference regarding the 15-minute makerspace recording you completed. The details of that post-conference will be tracked and saved using the informal observation form in Watermark.

Time spent in clock hours: _____ Grade Level: _____ Date: _____

3rd informal observation in INFO 5193 Practicum III/Book Promotion:

In INFO 5193 Practicum III, you are required to complete an informal observation. Please record a 15-minute session featuring you performing one or a combination of 2 or more book promotion activities for students: book talks, a puppet show, a Reader's Theater production, storytelling, or a read-aloud. (AASL: 1.4, TXSLP: Strand 3, dimension 1)

You will upload your recording to an online video storage site (Zoom, YouTube, etc.) and turn in the URL through the Practicum II course in Canvas. A separate informal observation form will be used in Watermark to provide guidance and feedback for this informal observation. (AASL: 1.4, TXSLP: Strand 2, dimension 1 & 2)
(19 TAC 239.55 (b) Standard I. Learner-Centered Teaching and Learning (2)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

In INFO 5193 Practicum III, you must meet with your field supervisor for a post-conference regarding the 15-minute book promotion activity recording you completed with a group of students. Details and comments regarding that post-conference will be tracked and saved using the informal observation form in   Watermark.

Time spent in clock hours: _____ Grade Level: _____ Date: _____

Planning for Instruction:

Collaborate with a teacher to design a learning activity to accompany one of the teacher's lessons. The activity could incorporate technology, a maker activity, how to search the library catalog, use of databases, etc. The activity should integrate library resources that stimulate inquiry and allow students to explore information. (AASL: 2.1 & 5.2, TXSLP: Strand 1, dimension 1) (19 TAC 239.55 (b) Standard I. Learner-Centered Teaching and Learning (1, 2, &3)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

Candidates practice interacting with individual students and groups of students in the following ways (AASL 2.2 & 2.3):

- o   Search the library catalog and evaluate the results
  (TXSLP: Strand 1, dimension 2)
  (19 TAC 239.55 (c) Standard II. Learner-Centered Library Program
  Leadership and Management (10 & 11)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o   Discuss the importance of digital citizenship.
  (AASL: 3.3)(TXSLP: Strand 5, dimension 1)
  (19 TAC 239.55 (d) Standard III. Learner-Centered Technology and
  Information Access (2, 3, 5, & 6)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o   Research topics and evaluate the results
  (TXSLP: Strand 6, dimension 1)
  (19 TAC 239.55 (d) Standard III. Learner-Centered Technology and
  Information Access (5)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o   Search databases for information and evaluate information found
  (TXSLP: Strand 2, dimension 3)
  (19 TAC 239.55 (d) Standard III. Learner-Centered Technology and
  Information Access (5)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

Candidates develop three methods to assess what the students learned in the above planning for instruction activities. (AASL: 2.4)(TXSLP: Strand 2, dimension 3) (19 TAC 239.55 (b) Standard I. Learner-Centered Teaching and Learning (2, 4, & 6)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

Knowledge and Application of Content:

Reader's Advisory: Candidates interact regularly with students to help match the student with a book they would like to read. (AASL: 3.1)(TXSLP: Strand 3, dimension 1) (19 TAC 239.55 (b) Standard I. Learner-Centered Teaching and Learning (6, 7, 12)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

Candidate develops a strategy to motivate and engage or engender enthusiasm for reading among students. Examples: book talks, book trailers, reading clubs, reading programs like Reading Olympics or Reading Bingo, and anything else the candidate and mentor can think of to get kids excited about reading. (AASL: 3.1)(TXSLP: Strand 4, dimension 1)
(19 TAC 239.55 (b) Standard I. Learner-Centered Teaching and Learning (8, 9, 10,12)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

The candidate learns to use the following tools (AASL: 3.2):

- o District's budget system (this task CAN be a demonstration of how a school library budget works) (TXSLP: Strand 6, dimension 7)
  (19 TAC 239.55 (c) Standard II. Learner-Centered Library Program Leadership and Management (7)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o Library's Automation system (TXSLP: Strand 6, dimension 4):

  - o To check in and out books
    (TXSLP: Strand 7, dimension 9)
    (19 TAC 239.55 (d) Standard III. Learner-Centered Technology and Information Access (3)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

  - o to catalog books
    (TXSLP: Strand 4, dimension 4)

(19 TAC 239.55 (d) Standard III. Learner-Centered Technology and Information Access (1, 2, 3)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o to run circulation reports
  (TXSLP: Strand 4, dimension 2)
  (19 TAC 239.55 (g) Standard VI. Learner-Centered Information Science and Librarianship (3, 4, 5)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o to make overdue notices
  (TXSLP: Strand 4, dimension 5)
  (19 TAC 239.55 (g) Standard VI. Learner-Centered Information Science and Librarianship (10)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o to inventory books
  (TXSLP: Strand 4, dimension 3)
  (19 TAC 239.55 (g) Standard VI. Learner-Centered Information Science and Librarianship (4, 5, 7, 12)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o to run a collection analysis
  (TXSLP: Strand 3, dimension 3)
  (19 TAC 239.55 (g) Standard VI. Learner-Centered Information Science and Librarianship (10, 11, 12)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o to search the Library's Databases
  (TXSLP: Strand 7, dimension 10)
  (19 TAC 239.55 (g) Standard VI. Learner-Centered Information Science and Librarianship (1, 6, 7)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o to search the Library's online search catalog
  (TXSLP: Strand 7, dimension 5)
  (19 TAC 239.55 (g) Standard VI. Learner-Centered Information Science and Librarianship (3, 4, 5)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o Scholastic Catalog & Book Fair toolkit for Librarians
  (TXSLP: Strand 7, dimension 2 & Strand 6, dimension 8)(19 TAC 239.55 (g)
  Standard VI. Learner-Centered Information Science and Librarianship (2, 6, 8,
  9, 11)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

Organization and Access:

Access to Library Resources:

Problem Solve and Brainstorm with your mentor: Make a bulleted list of 7-10 solutions you come up with to address physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to the library's resources and services?) (AASL: 4.1) (TXSLP: Strand 6, dimension 5 & 9) (19 TAC 239.55 (f) Standard V. Learner-Centered Connections to the Community (1, 6)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

Candidate should complete the following tasks (AASL: 4.2):

- o Weed a section of books as designated by the mentor using the CREW
  method
  (TXSLP: Strand 7, dimensions 6, 7, & 8) (19 TAC 239.55 (d) Standard III.
  Learner-Centered Technology and Information Access (1, 3)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o Evaluate the collection using a Collection Analysis report.
  (TXSLP: Strand 5, dimension 4)
  (19 TAC 239.55 (d) Standard III. Learner-Centered Technology and
  Information Access (3)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o Design a list of books from the Collection Analysis report that could address a
  need of the school, along with an analysis of the community/school's needs.
  (TXSLP: Strand 6, dimension 6)

(19 TAC 239.55 (d) Standard III. Learner-Centered Technology and Information Access (1, 3)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o In designing the list, every book should have two recommended reviews from reputable selection tools (ex., School Library Journal, Booklist, Book Links, Hornbook, Kirkus, etc.) (TXSLP: Strand 3, dimension 4)
  (19 TAC 239.55 (c) Standard II. Learner-Centered Library Program Leadership and Management (1, 2, 7, 10)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o The books on the list should be age-appropriate
  (TXSLP: Strand 7, dimension 17)
  (19 TAC 239.55 (c) Standard II. Learner-Centered Library Program Leadership and Management (2, 7, 8)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- o The bindings chosen should be library-appropriate
  (19 TAC 239.55 (d) Standard III. Learner-Centered Technology and Information Access (1, 5)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

Leadership, Advocacy, and Professional Responsibility:

The candidate should develop a lesson/professional development plan for teachers to meet the school community's needs. This professional development could be delivered in person with teachers in an after-school or in-school meeting. The professional development could also be offered online through a module developed by the candidate. (AASL: 5.1)(TXSLP: Strand 2, dimension 4; Strand 6, dimension 2; Strand 7, dimension 16)
(19 TAC 239.55 (b) Standard I. Learner-Centered Teaching and Learning (1, 2, 7)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

Candidate should attend a district librarian meeting OR a state or regional school library conference. (AASL: 5.3)(TXSLP: Strand 6, dimension 3)
(19 TAC 239.55 (f) Standard V. Learner-Centered Connections to the Community
(4); (g) Standard VI. Learner-Centered Information Science and Librarianship (1, 15)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

Reflection/Conversation with your mentor:
How have you promoted or modeled ethical practices in your practicum as expressed in the American Library Association Code of Ethics and the Library Bill of Rights?
(AASL: 5.4) (TXSLP:Strand 4, dimension 6)
(19 TAC 239.55 (g) Standard VI. Learner-Centered Information Science and Librarianship (2, 3, 9, 12)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

Other Tasks to Complete as a Library Professional managing the space:

- Check-in and out books to students
  (19 TAC 239.55 (d) Standard III. Learner-Centered Technology and Information Access (1)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Order library supplies
  (19 AC 239.55 (c) Standard II. Learner-Centered Library Program Leadership and Management (7)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Request books from other schools
  (19 TAC 239.55 (d) Standard III. Learner-Centered Technology and Information Access (4)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Repair a damaged book.
  (19 TAC 239.55 (c) Standard II. Learner-Centered Library Program Leadership and Management (7)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Create a book display.
  (19 TAC 239.55 (b) Standard I. Learner-Centered Teaching and Learning (8)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

(19 TAC 239.55 (c) Standard II. Learner-Centered Library Program Leadership and Management (7)

Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Promote library services (in print and online) (TXSLP: Strand 6, dimension 8)
  (19 TAC 239.55 (d) Standard III. Learner-Centered Technology and Information Access (3)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Help to keep the library clean and organized.
  (19 TAC 239.55 (e) Standard IV. Learner-Centered Library Environment (2, 3)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Build bibliographies to assist teachers with curriculum needs (TXSLP: Strand 7, dimension 3)
  (19 TAC 239.55 (c) Standard II. Learner-Centered Library Program Leadership and Management (8, 10)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Pull books for teachers (TXSLP: Strand 7, dimension 3)
  (19 TAC 239.55 (c) Standard II. Learner-Centered Library Program Leadership and Management (2, 8)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Survey the students about books that they want the library to buy (TXSLP: Strand 3, dimension 1)
  (19 TAC 239.55 (c) Standard II. Learner-Centered Library Program Leadership and Management (1, 2, 7)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Meet with an administrator for a mock interview (TXSLP: Strand 7, dimension 3)
  (19 TAC 239.55 (f) Standard V. Learner-Centered Connections to the Community (3)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Build a list of websites and apps for teachers to assist with curriculum needs (TXSLP: Strand 7, dimension 3)
  (19 TAC 239.55 (d) Standard III. Learner-Centered Technology and Information Access (1, 2, 3)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Assist with a book fair (set up, running the fair, take down, financial documents) (TXSLP: strand 7, dimension 2, 4, & 14)
  (19 TAC 239.55 (f) Standard V. Learner-Centered Connections to the Community (4)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

- Participate in an after-school library-sponsored club or Family night (TXSLP: Strand 5, dimension 3)
  (19 TAC 239.55 (f) Standard V. Learner-Centered Connections to the Community (5)

  Time spent in clock hours: _____ Grade Level: _____ Date: _____

Additional Library Practicum Tasks Completed:

In addition to completing the required tasks listed on this Task Checklist, you might complete other tasks in the library that align with the preparation standards. Please list the tasks completed, the time spent on the task in clock hours, the date completed, the level of the school (primary or secondary), and the standards alignment.

Task Completed:	Clock hours:	Level (Primary or Secondary)	Date completed:	19 TAC 239 subchapter B Rule 239.55 Texas Standards Alignment:

Clock Hours Earned:

Texas requires that practicum hours be earned in a 70/30 (primary or K-6 versus secondary or 7th-12th) OR a 60/20/20 (K-5, 6th-8th, 9th-12th) split. Students can choose which split they prefer and the level where the majority of the hours are earned.

_____ Elementary Level (K-5th or 6th grade)

_____ Middle School Level (6th, 7th, 8th grades)

_____ High School Level (9th-12th grade)

_____ Total Number of Clock Hours Earned

Signatures:

By my signature below, I certify that I have completed all of the tasks on this checklist under the guidance of my Mentor.

_____   _____
Student Signature   Date Signed/Conclusion of Practicum

By my signature below, I certify that the student above has completed all of the tasks on this checklist as the approved mentor.

_____   _____
Mentor signature & Mentor TEA #   Date Signed

Thank you so much for your hard work! Please turn in a copy of this signed and dated Practicum Checklist in your INFO 5193 Practicum course and in Watermark. Also, please email a copy to IS-SLC-Practicum@unt.edu and copy tricia.kuon@unt.edu on that email)