

SCHOOL LIBRARY PRACTICUM CHECKLIST UPDATED 2024

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 ALA/AASL/CAEP School Library Preparation Standards which were last updated in 2019. For a brief overview of those standards, please see the document titled [New School Librarian Preparation Standards: How Does Reading Fit in?](#)¹ If there are questions regarding this checklist, please contact Dr. Tricia Kuon, UNT practicum coordinator, at tricia.kuon@unt.edu.

Instructions:

Please provide the date that the task was completed in each box next to the task description. The completed document should be signed and dated by both the student and the mentor. The document will be turned in as an assignment during the INFO 5090 Practicum course.

The Learner and Learning:

- Develop and teach a lesson in the library (1.1)
(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. (3.3)
- Discussion with your Mentor:: Learner Diversity and Learning Differences (1.2, 1.3)
(Discuss, with your mentor, the following two questions regarding the library in which you are collecting your practicum hours: 1. 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?
- Develop a makerspace activity to accompany a lesson and arrange an area in the library for the activity to occur. The lesson could be one that the candidate teaches or one that the mentor teaches (1.4)
- Create a book talk or a book trailer to share with students. If this task is an assignment completed in 5420, you can use it for this purpose as well. (1.4)

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>

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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. (2.1)(5.2)
- Candidates practice interacting with individual students and groups of students in the following ways (2.2, 2.3):
 - Search the library catalog and evaluate results
 - Discuss the importance of digital citizenship (3.3)
 - Research topics and evaluate the results
 - Search databases for information and evaluate information found
 - Candidates develop 3 methods to assess what the students learned in the above activities. (2.4)

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. (3.1)
- Candidate develops a strategy to motivate and engage or engender enthusiasm for reading among students. Examples: booktalks, 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. (3.1)
- Candidate learns to use the following tools (3.2):
- Titlewave
- District's budget system (this task CAN be a demonstration of how a school library budget works)
- Library's Automation system:
 - to check in and out books
 - to catalog books
 - to run circulation reports
 - to make overdue notices
 - to inventory books
 - to run a collection analysis
 - Library's Databases
 - Library's online search catalog

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- Scholastic Catalog & Book Fair toolkit for Librarians

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?) (4.1)
- Candidate should complete the following tasks (4.2):
 - Weed a section of books as designated by mentor using the CREW method
 - Evaluate the collection using a Collection Analysis report
 - Design a list of books that could address a need of the school from the Collection Analysis report along with an analysis of the community/school's needs
 - In designing the list, every book should have 2 recommended reviews from reputable selection tools (ex. School Library Journal, Booklist, Book Links, Hornbook, Kirkus, etc.)
 - The books on the list should be age appropriate
 - The bindings chosen should be library appropriate
- Candidate should run a circulation report and determine what data the report provides that can help to isolate areas of need in the student population. For instance, does the report show that some groups of students are under-served? (4.3)

Leadership, Advocacy, and Professional Responsibility:

- Candidate should develop a lesson/professional development for teachers that would meet a need in the school community. This professional development could be delivered in person with a group of teachers in an after-school or in-school meeting. The professional development could also be delivered online through a module developed by the candidate. (5.1)
- Candidate should attend a district librarian meeting OR a state or regional school library conference. (5.3)
- Reflection/Conversation with your mentor:

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(In your practicum, how have you promoted or modeled ethical practices as expressed in the American Library Association Code of Ethics and the Library Bill of Rights?) (5.4)

Other Tasks to Complete:

- Check in and out books to students
- Order library supplies
- Request books from other schools
- Repair a damaged book
- Create a book display
- Shelve books
- Update the library webpage
- Post updates to the Library's social media pages
- Assist with author visits (either in person or virtually)
- Assist with parent volunteer management
- Assist with the development of the Summer Reading list
- Reorganize shelves if needed
- Create a mock or real library budget
- Promote library services (in print and online)
- Help to keep the library clean and organized
- Build bibliographies to assist teachers with curriculum needs
- Pull books for teachers
- Survey the students about books that they want
- Meet with administrator for a mock interview
- Build a list of websites and apps for teachers to assist with curriculum needs
- Assist with a book fair (set up, running the fair, take down, financial documents)
- Participate in an after-school library sponsored club or Family night

Signature Page:

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

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

Mentor signature

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 5090 Practicum course. Also, please email a copy to IS-SLC-Practicum@unt.edu and copy tricia.kuon@unt.edu on that email).