

Practicum Student Task Checklist:

\*Please click on the box to the left of each task to select the date that the task is completed. When the tasks are all completed, the student and mentor should sign and date this checklist on page 4 before emailing the checklist to the Practicum Coordinator.

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 students' interests, and incorporate curriculum to demonstrate adherence to National School Library Standards. The lesson should also include a technology component which could follow the main lesson to enhance or extend the learning. (3.3)

Blog Entry: Learner Diversity and Learning Differences (1.2, 1.3)

(In two paragraphs, answer the following two questions regarding the library in which you are collecting your practicum hours: 1. How have you displayed inclusiveness, cultural competence, or a 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)

Add book talks or book trailers to your electronic portfolio as artifacts. (1.4)

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. Include a blog post in your ePortfolio describing the 3 methods used to assess student learning (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 (can just be a demonstration of how it 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

Scholastic Catalog & Book Fair toolkit for Librarians

## Organization and Access:

Blog Entry in ePortfolio: Access to Library Resources  
(Problem Solve and Brainstorm: 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 (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)

ePortfolio Blog Entry: Ethical Practice

(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 visit (either in person or virtually)
- Assist with parent volunteer management
- Assist with development of 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

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

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 send a copy of this signed and dated Practicum Checklist to your INFO 5090 Practicum instructor and email a copy to IS-SLC-Practicum@unt.edu).