General Information

The Department of Information Studies (DIS) submitted a proposal to the New York State Education Department for approval of several alternate models to Field Experience and Internships required for School Library Media Specialist certification. Our proposal was approved in June 2005 and we are now authorized to implement the following models for Field Experience and Internship (see following chart) for students in our SLMS - MSIS degree program. In general (for all alternate models) students must meet the overall goal of field experience and internship experiences with high-needs populations at different age levels, and must still complete all field experience assignments in field experience courses (571, 578, 673, 675, 676). A public library (or other agency) approved for placement may be considered a high-needs experience if it serves the same community as a high-needs school district.

As a condition of the approval from NYSED, the Department of Information Studies must evaluate the effectiveness of the alternate models. Students currently working as teachers or school library media specialists who qualify for either field experience or a practicum project in their own district must have approval from their school administration. DIS will need a letter from the school administrator giving permission for the proposed arrangement before the student can begin the FE or practicum project and acknowledging the need for follow-up evaluation. Students who take advantage of field experience and internship alternatives must agree to provide us with contact information for follow-up purposes at a one year interval after completion of the degree and employment as a School Library Media Specialist. A student currently working as a teacher or school library media specialist who expects to remain in the same school district after certification should provide DIS with written permission from the district for a follow-up evaluation.
**IMPORTANT NOTE:**
Five courses in the LIS/School Media program carry field experience assignments which **must** be completed regardless of prior experience. The requirements of assignments in specific courses may limit the ability to take advantage of alternate models. See notes below the following chart for details on conditions and requirements for each alternate model.

### Field Experience

<table>
<thead>
<tr>
<th>Student status</th>
<th>Alternate models</th>
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<tbody>
<tr>
<td>Any MSIS/school media student</td>
<td>1. 25 hours of field experience may be done in a public library or other approved public agency dealing with children/young adults, when such placements will meet the requirements of class assignments.</td>
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<tr>
<td>Certified teachers with a minimum of 3 years classroom experience</td>
<td>2. Up to 50 hours of field experience may be done in school district where student is currently working, if there is a certified School Library Media Specialist supervising.</td>
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### Internships

<table>
<thead>
<tr>
<th>Student status</th>
<th>Alternate model</th>
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<tbody>
<tr>
<td>Certified teachers with at least 3 years classroom experience</td>
<td>3. May do one internship in a public library.</td>
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<tr>
<td>One full year as SLMS complete and currently working as SLMS</td>
<td>4. One internship may be waived with appropriate portfolio documentation.</td>
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<tr>
<td>One full year as SLMS complete and currently working as SLMS, with one internship waived.</td>
<td>5. Second internship may be fulfilled with practicum project in student’s own district.</td>
</tr>
<tr>
<td>One full year as SLMS complete and currently working as SLMS, with one internship waived.</td>
<td>6. Second internship may be done in a public library.</td>
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</tbody>
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Notes

1. Approved public agencies may include after-school programs, summer programs, etc. DIS will not provide a list of approved locations. Students may suggest placement sites, which will be reviewed and approved on a case-by-case basis by a committee consisting of a designated School Library Media faculty member, Internship Coordinator, and Assistant Dean. The populations served should be in the K-12 range. Students should provide the following information:
   - Name and location of program.
   - General information: Sponsoring agency, purpose of the program, population and age levels served.
   - Contact information.
   - How this placement will be appropriate for completing FE assignments.

A written record of the approval will be placed in the student’s file. After approval, students will follow the normal placement procedure before beginning field experience. Field experience placement sites may be “mixed” within the same class with your instructor’s approval. Specific assignments in some courses will not be appropriate for non-school field experience.

2. Experienced teachers may also be eligible for a partial waiver of field experience at certain levels. If a partial waiver has been approved, FE assignments must still be completed in each FE course, but may be completed outside of school settings as appropriate.

3. The public library internship placement should include work with a K-12 student population not covered by the student’s current teaching position, so that a student currently working in a middle or high school would work with children (K-6) and a student currently working in an elementary school would work with young adults (7-12). The high needs component should be the opposite of the student’s current teaching position.

4. Please see attached document for details on portfolio documentation. You must also provide a letter from your school district verifying your employment for one complete academic year. School Library Media faculty will review the portfolio and forward a recommendation to the Internship Coordinator and Assistant Dean. The Assistant Dean will provide paperwork for the formal exemption from 3 credits of internship.

5. The practicum project is similar to an independent study and must be developed and carried out under the supervision of a SLMS faculty advisor. It must also have the approval of the school administrator. A specific course section will be designated as “Advanced School Media Internship” and students approved for a practicum project must register appropriately for credit to appear on the transcript. Examples of practicum projects include:
• Work collaboratively with teachers for a specific grade level or subject area to plan a unit of study. Teach that unit and evaluate the effectiveness in terms of learning standards and potential for future efforts.
• Develop an information literacy curriculum for the school based on the needs of your students, teachers, administration, and community that fully incorporates the information literacy skills necessary for today’s students.
• Identify an issue or problem which is currently an area of concern within the school and affecting the school library media center, research the problem, create and organize a solution (e.g., the curriculum in the school is changing, and you must identify sources of information currently available in all formats to support that curriculum, evaluate your collection, etc.)

6. The public library internship placement should include work with a K-12 student population not covered by the student’s current SLMS position, so that a student currently working in a middle or high school would work with children (K-6) and a student currently working in an elementary school would work with young adults (7-12). The high needs component should be the opposite of the student’s current SLMS position.
Department of Information Studies
Portfolio Documentation for SLMS Internship Waiver
9/2005

While it is not impossible to have the requirement for a practicum in a school library media center waived, it is certainly not automatic. It is the responsibility of the student to document the mandatory background to justify a waiver. If the course is waived, the student must still earn 42 credits to graduate.

The file will be reviewed by the school library media faculty. There are three potential decisions that can be made:

1. The practicum is waived, based on the high quality of evidence in the file.
2. The practicum may be tailored in response to strengths and/or weaknesses identified in the file. In some cases, appropriate activities may be designed by school media faculty in consultation with each other to substitute for a formal practicum.
3. The student must do the regular practicum in a school library media setting.

Students who wish to apply for a waiver of the school library media practicum must create a packet of materials that supports their case. These packets should address and document the fact that student is applying the principles and practices that are a part of this master's degree program. The following points are suggested as potential areas to cover:

- Evidence of work with teachers, including collaboration and the integration of information skills into lesson plans. If not yet collaborating with all teachers, outline a plan that has been developed to move toward more collaboration with teachers in the school.
- Evidence of work to provide equitable access to the full range of information resources and services to the school community.
- Evidence of work with K-12 students:
  - how the teaching of information literacy is integrated into the school library media program
  - how sharing literature is part of the school library media program
  - how programming for youth is part of the school library media program
  - information about the curriculum for information literacy
  - information about how New York State standards for information literacy are part of the school library media program
  - evidence of acceptance of to accommodate students with a variety of learning styles, abilities, and cultural backgrounds
- Administration of the school library media center
  - outline the policies developed and implemented in the school library media center and how they reflect the principles of Information Power. Things that may be addressed: intellectual freedom; fixed vs. flexible scheduling; Internet access and acceptable use policies; supervision of personnel; how the school library media specialist is evaluated; automation.
  - collection development and evaluation
  - the school library media specialist's service on school committees
  - evidence of planning for the future and assessment of current programs and policies and resources to support the principles in Information Power.
- Work with the school community
  - work with administrators to both educate and gain support for the school library media program
  - work with teachers to both educate and gain support for the school library media program
  - work with parents and the general community to both educate and gain support for the school library media program
- Discussion of and evidence of a relationship with other professional school library media specialists, both in the district and across the state.
- Discussion of involvement with and in appropriate professional organizations, such as ALA, NYLA, AASL, etc.
- Awareness of the issues and concerns affecting school library media specialists in New York.

Potential evidence to include (but not limited to):

- lesson plans and teacher/media specialist collaboration worksheetspolicies
- grants evidence of rubrics, and other evaluation and assessment measures
- letters from administrators, teachers, parents, community members, and mentors
- curriculum developed, implemented, and assessed