



The University of Texas at Austin
School of Information

Student Handbook

School Librarian Certificate Program

School of Information – The University of Texas at Austin
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Welcome

We welcome you to the School of Information (iSchool) at The University of Texas at Austin. Our faculty and staff are committed to helping you to achieve your professional goals in a supportive learning environment.

This Handbook is intended to provide useful information on a wide range of topics of interest to students enrolled in the School Librarian Certificate program. While this document is not an exhaustive reference of all the policies, procedures, and resources applicable to students, the Handbook is designed to serve as a navigation aid and includes links to original sources for access to current information.

Note: Every effort was made to ensure that the information contained in this updated edition of the SLC Handbook is accurate as of the date listed on the cover page. However, The University of Texas at Austin is a highly complex and dynamic institution, and some of the information may become out of date. Therefore, we highly recommend that students reach out to administrators, faculty, and staff with any questions while completing their master's degree.

Please do not hesitate to contact us for assistance.

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Overview

The School of Information currently offers preparation for the School Librarian Certificate developed by the State Board for Educator Certification (SBEC) for certification of public school librarians in Texas. This certificate prepares the holder for work at all levels of public education in Texas, from kindergarten through high school (K-12). Preparation for certification requires the completion of a minimum of 15 graduate credit hours. Students certified after September 1, 2002, receive the School Librarian Certificate (SLC).

General Requirements

In order to apply for SLC certification, students must meet the following SBEC requirements:

- ▶ Hold a master's degree from an accredited institution of higher education
- ▶ Successfully complete a certification program
- ▶ Successfully complete the School Librarian's TExES (Texas Examination of Educator Standards)
- ▶ Have two years of classroom teaching experience from a public or accredited private school.

iSchool Enrollment Procedures

All application credentials for school librarian certificate seekers, including non-degree seekers, must be received by the deadline specified for the iSchool Master's Program:

Semester	Deadline
Summer	February 1st

- ▶ <https://www.ischool.utexas.edu/programs/admissions>

Students NOT Holding a Master's Degree

To apply to the SLC certificate program, all applicants must:

- ▶ Hold a teaching certificate from the Texas Education Agency or other State's teacher certificate agency.
- ▶ Have, and provide evidence of, two full years of classroom teaching experience in a public or accredited private school. Applicants must have completed at least two full years of classroom teaching **before** applying to the SLC certificate program.

Applicant's service records from all school districts where applicant taught are required for upload.

- ▶ Follow [general procedures](#) for admissions to the [School of Information Master's Program](#) and complete all required courses for the MSIS degree.
- ▶ Successfully complete the School Librarian Certificate specialization, which requires a minimum of fifteen (15) hours in iSchool courses related to school librarianship (see below), including INF 388R: Practicum in School Libraries, as determined by the student and the student's individual advisor.

Students Holding a Master's Degree

To apply to the SLC certificate program, all applicants must:

- ▶ Hold a teaching certificate from the Texas Education Agency or other State's teacher certificate agency.
- ▶ Have, and provide evidence of, two full years of classroom teaching experience in a public or accredited private school. Applicants must have completed at least two full years of classroom teaching **before** applying to the SLC certificate program. Applicant's service records from all school districts where applicant taught are required for upload.
- ▶ Follow [general procedures](#) for admissions to the [School of Information Master's Program](#). Select "**Non-Degree Seeker**" in the degree status field on the application.
- ▶ Complete a minimum of fifteen (15) graduate courses at the School of Information centered on school librarianship (see below). This includes the INF 388R: Practicum in School Libraries.

Coursework

To satisfy SBEC certification assessment requirements, students must meet six standards, as described in the Texas Administrative Code:

1. Standard I: Learner-Centered Teaching and Learning
2. Standard II: Learner-Centered Library Program Leadership and Management
3. Standard III: Learner-Centered Technology and Information Access
4. Standard IV: Learner-Centered Library Environment
5. Standard V: Learner-Centered Connections to the Community
6. Standard VI: Learner-Centered Information Science and Librarianship.

Students taking a minimum of fifteen (15) graduate hours at the School of Information, including INF 388R: Practicum in School Libraries (160-hour practicum in Central Texas public schools), will be prepared to demonstrate competencies in these six standards.

Required Courses & Sequence for the Standard School Librarian Certificate

Semester	Course(s)
Summer Session 1 (June-July)	▶ INF 387.05 School Library Management 1: Literacy and Administration (9am – 12pm) via Zoom
	▶ INF 382L Information Seeking and Inquiry for K-12 (1pm – 4 pm) via Zoom <i>Another approved course may be substituted with the permission of the program coordinator if the course is focused on K-12 inquiry and based on empirical research.</i>
Fall 1	▶ INF 387.06 School Library Management II: Teaching and Learning
Spring	▶ INF 382G Materials for Children and YA
Fall 2	▶ INF 388R: Practicum in School Libraries (160 hours in Central Texas public school libraries). <i>The practicum may be completed in one semester or over two semesters—fall and spring in that order.</i>

MSIS Required Core Course (3 credit hours)

The single core course is INF 380E: Perspectives on Information

Students are strongly encouraged to complete the core requirement in their first semester of the program. To fulfill the requirement, students must earn a grade of B or better. If a student earns a B- or lower in INF 380E, the course must be repeated in order to fulfill the degree requirement.

Additional Requirements & Notices

Required Purchase of AASL National Standards Document Upon Admission to Program

Deadline: May 15. The courses School Library Management 1 (Summer session) and School Library Management II (Fall session) require textbooks:

- ▶ [AASL National School Library Standards for Learners, School Librarians, and School Libraries](#), published by the American Association of School Librarians and the American Library Association. The book retails for \$199. If the student is a member of ALA, the cost reduces to \$99.

By joining the Texas Library Association and the American Library Association as a student (about \$45—a joint membership program), the student gets a significant savings for membership to the two organizations, as well as a significant savings for the standards book. There are many benefits to membership in these premier professional

organizations. As soon as the student is admitted into the program, they should join and order the book so that it arrives by **June 1**.

▶ [Texas Library Association / American Library Association Student Membership](#)

The National Standards publication is a *required textbook* for the two School Library Management courses; joining the two associations is not. However, the student gets a significant savings on the book by joining.

There are also other textbooks required for the SLC program.

Educator Preparation Program Hours Required by TEA

The Texas Education Agency requires that courses for a professional degree equal 200 clock hours. The four required courses for the School Librarian Certificate equal 180 hours. An additional 20 hours is required outside of the coursework. TEA requires that professional educator programs include instruction in educator code of ethics; standards; dyslexia, mental health, substance abuse, youth suicide; in addition to regular content. Be prepared to attend three Saturday online sessions throughout the long semesters. These will be announced at the beginning of each semester so that students can make arrangements to attend these required sessions.

All certificate seekers must attend 200 clock hours of instruction. No matter the reason, missed classes, tardies, and early exits must be made up. Students will have additional writing assignments to ensure that they have acquired the missed content. Students will be well advised to attend all classes, arrive on time and stay for the duration of the class.

Criminal History Evaluation Advanced Notice

School districts require criminal background clearance before anyone works in their schools. All students accepted into a certification program are required to complete a criminal history evaluation for the district in which they are placed. Criminal history evaluations may require completing district forms, online applications, and in some cases, fingerprinting.

It is important to know that even certain misdemeanors can prevent students from participating in the fieldwork required by their program. Furthermore, they can prevent the State from approving certification.

For general guidelines used in determining eligibility, please visit the Educator Investigations page on the [Texas Education Agency's \(TEA\) website](#).

For questions about state eligibility, TEA can provide a [preliminary criminal history evaluation](#) (PCHE) for a non-refundable fee of \$50.

Complaints Against Educator Preparation Programs

The complaint process allows for an applicant, candidate, employee or former employee of an EPP, a cooperating teacher, a mentor, or an administrator in a school district,

charter school, or private school to submit a complaint about an EPP for investigation and resolution. View the [TEA complaint process](#).

INF 388R Practicum Requirements and Scenarios

Practicum Prerequisites

Prior to enrolling in the SLC Practicum (INF 388R), certificate candidates must meet these prerequisites: All non-teacher candidates (school librarian certificate) must complete 200 clock hours of coursework & training that is standards-based per [19 TAC 228.35\(c\)](#). With few exceptions, candidates must complete the four required courses before placement in INF 388R: Practicum in School Libraries.

Successful completion of at least 12 credit hours from required courses, including the four school librarian courses:

- ▶ INF 387.05: School Library Management I - Literacy and Administration
- ▶ INF 382L: Inquiry and Information Seeking in K-12 (may be substituted for another approved course)
- ▶ INF 387.06: School Library Management II - Teaching and Learning
- ▶ INF 382G: Materials for Children and YA

Practicum Requirements

Candidates seeking the School Librarian Certificate in the state of Texas are not eligible for Practicum waivers.

No summer practicums will be considered. No exceptions.

Each practicum candidate must complete 160 on-site clock hours for the practicum. All practicums will occur in Austin-area public schools. The candidate will work with their Site Supervisors to develop a specific work schedule with hours indicated for the entire practicum duration. There are specific duties that the Educational Preparation Program will require, as well as those prescribed by the site supervisors. While the practicum candidate may conduct projects during the practicum hours, the hours cannot be replaced by an off-site project.

Practicum candidates seeking a Texas School Librarian Certificate are required to complete 160 clock hours on site to comply with the Texas State Board for Educator Certification (SBEC) requirements. Practicum candidates who are not Librarians of Record (see below) must work in Austin-area public school library settings. The practicum is usually completed in one semester. However, for candidates with teaching jobs or other commitments, candidates may choose to complete the practicum in two

consecutive semesters (fall and spring, usually in that order) and will conduct their practicum in one site each semester. *Summer practicums will not be considered.*

The practicum candidate must be enrolled in the required practicum course with a certified school librarian employed by the iSchool serving as practicum Field Supervisor and certified school librarians serving as the Site Supervisors at the public elementary and secondary school.

In most cases, the Site Supervisor is the "Librarian of Record" at each approved site library. The Site Supervisor must take the required online Site Supervisor training prior to the arrival of the practicum candidate. The Site Supervisor will oversee the practicum candidate's experience at their library and complete an Interim and Final Evaluation to assess the Practicum Candidate's performance for INF 388R.

The Field Supervisor conducts at least three 45-minute TEA required observations (totaling a minimum of 135 minutes in duration) throughout the practicum, each including a pre- and post-conference with the practicum candidate. In some cases, additional observations will be requested by the Site Supervisor and the Field Supervisor.

Although the practicum candidate may request specific campus locations or Site Supervisors, the final placement decision will be made at the school district level and approved by the iSchool's School Librarian Certificate Coordinator. Practicum candidates working outside their own school districts may wish to consider acquiring professional liability insurance.

It is also important to note that per 19 TAC 228.35(e)(8)(D) **A practicum is successful** when the field supervisor and the site supervisor recommend to the Educational Preparation Program that the candidate should be recommended for a standard certificate. If either the field supervisor or site supervisor does not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or site supervisor. [19 TAC 228.35\(e\)\(8\)\(D\)](#)

The requirements for School Librarian standard cert. are found in [19 TAC 239.60](#).

Librarians of Record (on an Intern or Probationary Certificate)

Students in the School Librarian Certificate Program who have completed the two summer courses *and* have at least 5 years classroom experience may apply to a District to become the "Librarian of Record" before finishing coursework. This means that practicum candidates seeking Texas School Librarian Certification who are under current contract with a school district as "Librarian of Record" may fulfill the practicum requirement, including all 160 hours, at their own school library during their regular work hours, *documenting only those 160 hours that contribute directly to teaching and learning in person with teachers and/or students, of which up to 20 hours of professional*

development may be counted. If the candidate is employed in a private school, that school must be accredited by TEA. The practicum candidate must be on an intern certificate or probationary certificate and enrolled in the required practicum courses: INF 188T (fall) and INF 388R (spring) with a certified school librarian employed by UT Austin, serving as the practicum Field Supervisor and a certified school librarian serving as the candidate's Site Supervisor. The Field Supervisor will conduct the three 45-minute observations mandated by TEA for all practicum candidates seeking Texas School Librarian Certification. One observation will be conducted in the first third of the school year, one in the second third of the school year, and one in the last third of the school year. Observations include a pre- and post-conference, which do not have to be in person. See the scenarios below for specific requirements for intern and probationary certificates.

It is important to note that if a candidate is on a semester-long practicum on an intern or probationary certificate, the expectation is that the candidate will be standard certified at the end of the semester or year. In the case of the intern certificate, that means that they must pass the certification exam for school librarians (150). In both, they must also have a master's degree conferred and two creditable years of experience for the standard certificate to issue.

The EPP can recommend an additional practicum under a probationary (P) certificate only. The reason is because a candidate is only allowed **one** intern certificate without a passed exam. They are allowed two Probationary certificate extensions. The reasons for the additional Probationary certificate are referenced in [19 TAC 228.35\(e\)\(8\)\(C\)\(ii\)\(I-II\)](#).

The applicable Intern and Probationary certificate requirements for non-teachers are found in:

- ▶ Intern cert [19 TAC 230.36\(e\)\(1-3\)](#)
- ▶ Probationary cert [19 TAC 230.37\(e\)\(3\)](#) Effective September 1, 2017, to meet the subject matter requirements for issuance of the probationary certificate in a certification class other than classroom teacher, the individual must pass the appropriate content pedagogy examination(s) for that certificate.

Practicum Scenarios

The practicum options for all candidates are further elaborated in the scenarios below:

Scenario 1: Non-degree seeking School Librarian Certificate Candidates in practicum over the course of one semester and not on an Intern or Probationary certificate (not a Librarian of Record at a public school):

- Candidate completes 160 clock hour practicum in 1 semester per [19 TAC 228.35\(e\)\(8\)\(A-B\)](#).
- Candidate must register for INF 388R (Practicum in School Libraries). They do not need to attend Capstone classes, keep an ePortfolio, or present a poster.

- Candidate is field supervised during the practicum per [19 TAC 228.35\(h\)\(1-3\)](#), has a first contact within the first quarter of the assignment and is observed in the first, second, and final third of the semester-long practicum by the Field Supervisor.

Scenario 2: Degree-seeking (MSIS) School Librarian Certificate Candidates in practicum over the course of one semester and not on an Intern or Probationary certificate (not a Librarian of Record at a public school):

- Candidate completes 160 clock hour practicum in 1 semester per [19 TAC 228.35\(e\)\(8\)\(A-B\)](#).
- In the last semester of the MSIS program, the candidate must register for INF 388R: Practicum in School Libraries, and attend the Capstone classes, complete the required ePortfolio, and present at the poster session.
- Candidate is field supervised during the practicum per [19 TAC 228.35\(h\)\(1-3\)](#), has a first contact within the first quarter of the assignment and is observed in the first, second, and final third of the semester-long practicum by the Field Supervisor.

Scenario 3: Non-degree seeking School Librarian Certificate Candidates in practicum over two semesters (year-long) and not on an Intern or Probationary certificate (not a Librarian of Record at a public school):

- Candidate completes 160 clock hour practicum over two semesters (fall and spring in that order) per [19 TAC 228.35\(e\)\(8\)\(A-B\)](#).
- Candidate must register for INF 188T to begin their practicum in the fall semester and register for INF 388R (Practicum in School Libraries) in the spring semester. They do not need to attend Capstone classes, keep an ePortfolio, or present a poster.
- Candidate is field supervised during the practicum per [19 TAC 228.35\(h\)\(1-3\)](#), has a first contact within the first quarter of the assignment and is observed in the first, second, and final third of the year-long practicum by the field supervisor.

Scenario 4: Degree-seeking (MSIS) School Librarian Certificate Candidates in practicum over two semesters (year-long) and not on an Intern or Probationary certificate (not a Librarian of Record at a public school):

- Candidate completes 160 clock hour practicum over two semesters (fall and spring in that order) per [19 TAC 228.35\(e\)\(8\)\(A-B\)](#).
- In the fall semester of their last year in the MSIS program, the candidate must register for INF 188T to begin their practicum (if they are not taking any other classes), and register for INF 388R (Practicum in School Libraries) in the spring semester. They must attend the Capstone classes, complete the ePortfolio, and present at the poster session during the last semester of their Master's program.

- Candidates may begin the practicum in the spring semester and complete it the following fall semester, *if that is their final semester in the MSIS program*. The same classes and requirements above apply.
- Candidate is field supervised during the practicum per [19 TAC 228.35\(h\)\(1-3\)](#), has a first contact within the first quarter of the assignment and is observed in the first, second, and final third of the year-long practicum by the field supervisor.

Scenarios for Candidates on an Intern Certificate

Scenario 1: Non-degree seeking School Librarian Certificate Candidates in internship over two semesters (year-long) and on an Intern certificate (Librarian of Record):

- Candidate completes 160 clock hour practicum over two semesters per [19 TAC 228.35\(e\)\(8\)\(A-B\)](#).
- The candidate must register for INF 188T to begin their practicum (if they are not taking any other classes), and register for INF 388R (Practicum in School Libraries) in the spring semester. They do not need to attend Capstone classes, keep an ePortfolio, or present a poster.
- Candidate is field supervised during the practicum per [19 TAC 228.35\(h\)\(1-3\)](#), has a first contact within the first quarter of the assignment and is observed three times in the first semester and two times in the second semester of the yearlong internship by the field supervisor. For the Intern certificate requirements in TAC reference [19 TAC 228.35\(e\)\(8\)\(C\)\(i\)](#).

Scenario 2: Degree-seeking (MSIS) School Librarian Certificate Candidates in internship over two semesters (year-long) and on an Intern certificate (Librarian of Record):

- Candidate completes 160 clock hour practicum over two semesters per [19 TAC 228.35\(e\)\(8\)\(A-B\)](#)
- In the fall semester of their last year in the MSIS program, the candidate must register for INF 188T to begin their practicum (if they are not taking any other classes), and register for INF 388R (Practicum in School Libraries) in the spring semester. They must attend the Capstone classes, complete the ePortfolio, and present at the poster session during the last semester of their Master's program.
- Candidate is field supervised during the practicum per [19 TAC 228.35\(h\)\(1-3\)](#), has a first contact within the first quarter of the assignment and the Field Supervisor who will conduct the three 45-minute observations mandated by TEA for all practicum candidates seeking Texas School Librarian Certification. One observation will be conducted in the first third of the school year, one in the second third of the school year, and one in the last third of the school year. Observations include a pre- and post-conference, which do not have to be in person. For the Intern cert requirements in TAC reference [19 TAC 228.35\(e\)\(8\)\(C\)\(i\)](#).
- If the candidate is not finished with the MSIS program at the end of the intern certificate period, they must take, *and pass*, the TExES School Librarian

Certificate exam (150) and be placed on a probationary certificate for the following year. They will be observed as they were on the Intern Certificate.

Scenarios for Candidates on a Probationary Certificate

Scenario 1: Non-degree seeking School Librarian Certificate Candidates in practicum over the course of one year and on a probationary certificate (a rare scenario):

- Candidate completes 160 clock hour practicum in 1 year per [19 TAC 228.35\(e\)\(8\)\(A-B\)](#).
- Candidate must register for INF 388R (Practicum in School Libraries). They do not need to attend Capstone classes, keep an ePortfolio, or present a poster.
- Candidate is field supervised during the practicum per [19 TAC 228.35\(h\)\(1-3\)](#), has a first contact within the first quarter of the assignment by the Field Supervisor who will conduct the three 45-minute observations mandated by TEA for all practicum candidates seeking Texas School Librarian Certification. One observation will be conducted in the first third of the school year, one in the second third of the school year, and one in the last third of the school year. Observations include a pre- and post-conference, which do not have to be in person. For the Probationary cert requirements in TAC reference [19 TAC 228.35\(e\)\(8\)\(C\)\(i\)](#).

Scenario 2: Degree-seeking (MSIS) School Librarian Certificate Candidates in practicum over the course of one year and on a probationary certificate:

- Candidate completes 160 clock hour practicum in 1 year per [19 TAC 228.35\(e\)\(8\)\(A-B\)](#).
- In the last semester of the MSIS program, the candidate must register for INF 388R Practicum in School Libraries, and attend the Capstone classes, complete the required ePortfolio, and present at the poster session.
- Candidate is field supervised during the practicum per [19 TAC 228.35\(h\)\(1-3\)](#), has a first contact within the first quarter of the assignment and is observed by the Field Supervisor who will conduct the three 45-minute observations mandated by TEA for all practicum candidates seeking Texas School Librarian Certification. One observation will be conducted in the first third of the school year, one in the second third of the school year, and one in the last third of the school year. Observations include a pre- and post-conference, which do not have to be in person. For the Probationary cert requirements in TAC reference [19 TAC 228.35\(e\)\(8\)\(C\)\(i\)](#).

Scenario 3: Non-degree seeking School Librarian Certificate Candidates in practicum over two semesters (year-long) and on a probationary certificate (a rare scenario):

- Candidate completes 160 clock hour practicum over 2 semesters per [19 TAC 228.35\(e\)\(8\)\(A-B\)](#).

- The candidate must register for INF 188T to begin their practicum (if they are not taking any other classes), and register for INF 388R (Practicum in School Libraries) in the spring semester. They do not need to attend Capstone classes, keep an ePortfolio, or present a poster.
- Candidate is field supervised during the practicum per [19 TAC 228.35\(h\)\(1-3\)](#), has a first contact within the first quarter of the assignment and is observed by the Field Supervisor who will conduct the three 45-minute observations mandated by TEA for all practicum candidates seeking Texas School Librarian Certification. One observation will be conducted in the first third of the school year, one in the second third of the school year, and one in the last third of the school year. Observations include a pre- and post-conference, which do not have to be in person.. For the Probationary cert requirements in TAC reference [19 TAC 228.35\(e\)\(8\)\(C\)\(i\)](#).

Scenario 4: Degree seeking (MSIS) School Librarian Certificate Candidates in practicum over two semesters (year-long) and on a probationary certificate:

- Candidate completes 160 clock hour practicum over 2 semesters per [19 TAC 228.35\(e\)\(8\)\(A-B\)](#).
- In the fall semester of their last year in the MSIS program, the candidate must register for INF 188T to begin their practicum (if they are not taking any other classes), and register for INF 388R (Practicum in School Libraries) in the spring semester. They must attend the Capstone classes, complete the ePortfolio, and present at the poster session during the last semester of their Master's program.
- Candidate is field supervised during the practicum per [19 TAC 228.35\(h\)\(1-3\)](#), has a first contact within the first quarter of the assignment by the Field Supervisor who will conduct the three 45-minute observations mandated by TEA for all practicum candidates seeking Texas School Librarian Certification. One observation will be conducted in the first third of the school year, one in the second third of the school year, and one in the last third of the school year. Observations include a pre- and post-conference, which do not have to be in person.. For the Probationary cert requirements in TAC reference [19 TAC 228.35\(e\)\(8\)\(C\)\(i\)](#).

TEExES Certification Exam

Candidates seeking certification must pass a “TEExES,” Texas Examination of Educator Standards, [School Librarian \(150\) examination](#) mandated by the Texas State Board for Educator Certification (SBEC) prior to making application for a certificate. They must be recommended by their site supervisor, the field supervisor, and the program coordinator. Study sessions will be scheduled by the Field Supervisor or the Program Coordinator.

Test Dates: For current test dates, visit the [Texas Education Agency \(TEA\) website](#).

SLC Application

Students must submit the application for certification via their TEA account. Questions concerning certification may be directed to:

Shannon Hewgley

Certification Officer

The University of Texas at Austin
College of Education, Student Division
1912 Speedway Stop D5001
Sanchez Building, Room 216
Austin, TX 78712
512.471.1511
shewgley@austin.utexas.edu

After a review of the application and determination that the application meets all certification requirements, the School Library Certificate Coordinator in the School of Information will recommend to the State Board for Educator Certification (SBEC) through the Teacher Certification Office in the College of Education that the student be issued the appropriate certificate. The Board mails the certificate directly to the student after the student applies for the certificate in their TEA account.

Practicum Process Requirements

Dates for observations: At the beginning of the practicum or internship, the candidate will be given the windows for each formal observation. Each observation includes a preconference, observation, and post conference. The candidate will contact the Field Supervisor to schedule the exact dates for the observation. Observations must be conducted onsite, but in rare circumstances may be conducted electronically. The pre- and post-observations may be conducted by phone or electronically.

Lesson Plans: Lesson plans will be submitted to the site supervisor and the field supervisor *two days before the scheduled preconference*. With few exceptions (must be approved by the field supervisor), the candidate must submit lesson plans using the iSchool's SLCP template for competency-based [lessons](#) and [primary grade read aloud sessions](#).

Pre- and Post-Conferences: Candidate and field supervisor will have a pre-observation conference the day prior to the scheduled observation. A post-conference will be held after the formal observation. The pre- and post-conferences must address

how the candidate accommodates children who are language learners or those with learning differences. The pre- and post-conferences may be conducted by phone or electronically.

Written Observation: The field supervisor will provide a copy of the written evaluation to the candidate and site supervisor within 5 days of the formal observation. The evaluations must be signed by all parties then submitted to the Program Coordinator to be filed in the candidate's record.

Time Sheet and Journal: The candidate will keep a daily log of hours and activities. The activities will be matched with the Library Standards and the standards copy and pasted into the journal. The candidate will have the time sheet/journal signed each week by the site supervisor. This document will be housed on Google Drive and shared with the site and field supervisor. At the end of the semester, the candidate and the site supervisor will sign the timesheet and forward it to the field supervisor who will sign the document and turn it into the program coordinator to be filed in the candidate's record.

Student Librarian Practicum Evaluation: At the end of the internship/practicum, the site supervisor will complete the *Student Librarian Practicum Evaluation: Site Supervisor* form. Once completed and signed, this document will be transmitted electronically to the field supervisor.

Practicum Content Requirements

School Librarian Standards

The school librarian certificate candidate must show progress toward mastery of the school librarian standards as stated in the [Texas Administrative Code Title 19, Part 7, Chapter 239, Subchapter B, Rule §239.55](#) (See appendix A for a list of the school librarian standards).

As the candidate interacts with the following requirements and activities, match, copy and paste, the appropriate school librarian standard(s) under the activity when entered in the practicum journal. (See Appendix A) The candidate should show progress on each standard, evidenced in the practicum journal. Consult the site supervisor or field supervisor as needed.

Ongoing Requirements

Information Literacy Skills Instruction: Teach at least three whole-group information literacy skills lessons, preferably having collaborated with a classroom teacher and the site supervisor. If no collaboration is possible, plan with the site supervisor to teach information literacy or bibliographic instruction lessons to classes when visiting the library. Consult with the site or field supervisor for ideas as needed. Complete lesson plans (using the [iSchool's lesson plan template](#)) are required. Submit the plans via email to the field supervisor and site supervisor two days before the pre-conference with the field supervisor. Implement any changes that the site supervisor or field coordinator suggests. Read alouds may be integrated into the lesson. If the lesson is a read aloud

with primary grades, the [researched-based read aloud lesson plan](#) must be submitted to the candidate's supervisors.

Lesson Plans: Submit complete lesson plans for all interactions with classes, including story time, read aloud, and skills instruction. Submit the plans via email to the field supervisor and site supervisor two days before the pre-conference with the field supervisor. Implement any changes that the supervisors suggest. Lesson plan templates are found in the Appendix or the links above.

- ▶ Use the Research-based Story Time Lesson Plan for grades PreK-2.
- ▶ Use the Information Literacy Lesson Plan for older students.

If the site supervisor has a specific Lesson Plan template they would rather the candidate use, that is acceptable.

Read Aloud Sessions: The candidate should present as many read aloud sessions as possible while at the elementary school. These sessions are in addition to the observed skills lessons and should be noted in the candidate's Journal. Prepare lesson plans for each story time.

Faculty Professional Development: Plan, promote, and present one faculty professional development workshop at each library. This can be offered during lunch, before or after school, or during a grade level chair or department meeting. Plan a 15-20 minute session on a skill such as using Wakelet, Flipgrid, use of eBooks in the classroom, use of cartoon creators in the curriculum, etc. Consult with the school librarian for ideas and appropriate and desirable technology for the school.

Project: With the school librarian, the candidate should identify a project that they can work on throughout the semester and conclude by the last day of the practicum. This project should benefit the school library, such as creating a small maker space, weeding the science section and updating the science collection based on replacing weeded titles and supporting the TEKS, developing a series of book displays and activities to support various holidays, or other topics. The School Library project may be used as the Capstone Project for MSIS students, but must be conducted and completed the last semester of the MSIS.

Log of Hours and Experiences: The candidate needs to keep a log of hours in the Google Drive provided by the field supervisor. The site supervisor and field supervisor will have access to this drive. Keep a journal of daily experiences and *tie these to the school librarian standards*. If the candidate is unsure about what to log, contact the field supervisor. The site supervisor will need to sign the hours each week and provide feedback to the field supervisor.

Note: Practicum students who are on an intern or probationary certificate (Librarian of Record) may only log hours that are in direct contact with teachers and students and directly affect teaching and learning. Up to 20 hours of school library-based professional development may also be counted. No program administrative work may be counted

(such as web page updating, ordering materials, processing or shelving books, etc.). If the candidate is unsure about what to log, contact the field supervisor.

School Library Practicum Pacing Suggestions

Orientation		
<ul style="list-style-type: none"> ▶ Meet the principal, secretary, office staff, counselors, teachers, curriculum coordinators, and volunteers. Become familiar with the working relationship between the librarian and each position. 		
<ul style="list-style-type: none"> ▶ Tour the school and the library. 		
<ul style="list-style-type: none"> ▶ Learn the operational routines of the school, including but not limited to: <ul style="list-style-type: none"> • Special services and programs offered at the school • Student movement around the school • Lunch schedules • Behavior expectations and discipline policies • Student and teacher hours of operation • Overview of student's day 		
<ul style="list-style-type: none"> ▶ Become familiar with the district and school's policies and acceptable use on: <ul style="list-style-type: none"> • Internet • Copyright 		
<ul style="list-style-type: none"> ▶ Become familiar with the district and school's: <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Strategic plan • Texas Essential Knowledge and Skills (TEKS) • Grade level special projects </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Curriculum guides • Web pages • Testing schedules </td> </tr> </table> 	<ul style="list-style-type: none"> • Strategic plan • Texas Essential Knowledge and Skills (TEKS) • Grade level special projects 	<ul style="list-style-type: none"> • Curriculum guides • Web pages • Testing schedules
<ul style="list-style-type: none"> • Strategic plan • Texas Essential Knowledge and Skills (TEKS) • Grade level special projects 	<ul style="list-style-type: none"> • Curriculum guides • Web pages • Testing schedules 	
<ul style="list-style-type: none"> ▶ Become familiar with the school's media production equipment and location, such as: <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Teacher work room/production room • Copier • Laminator • Die cuts / Cricut or Silhouette </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Computer graphics packages available • Digital design software available • Educational productions • Closed circuit television </td> </tr> </table> 	<ul style="list-style-type: none"> • Teacher work room/production room • Copier • Laminator • Die cuts / Cricut or Silhouette 	<ul style="list-style-type: none"> • Computer graphics packages available • Digital design software available • Educational productions • Closed circuit television
<ul style="list-style-type: none"> • Teacher work room/production room • Copier • Laminator • Die cuts / Cricut or Silhouette 	<ul style="list-style-type: none"> • Computer graphics packages available • Digital design software available • Educational productions • Closed circuit television 	
<ul style="list-style-type: none"> ▶ Become familiar with the physical layout of the library and storage areas. 		
<ul style="list-style-type: none"> ▶ Become familiar with the furniture and policies for keeping in its designated position. (Is the user required to return everything to its original place or does the librarian do that?) 		
<ul style="list-style-type: none"> ▶ Become familiar with the district and library's policy manuals and web sites. 		
<ul style="list-style-type: none"> ▶ Learn the policy for audio-visual equipment. If not in the library, what department is in charge. 		
<ul style="list-style-type: none"> ▶ Become familiar with library personnel and volunteers: 		

<ul style="list-style-type: none"> • Library aides • Clerks 	<ul style="list-style-type: none"> • Student assistants • Adult volunteers 	<ul style="list-style-type: none"> • Library club volunteers
<p>▶ Locate and review all collections:</p>		
<ul style="list-style-type: none"> • Everybody • Fiction • Non-fiction 	<ul style="list-style-type: none"> • Professional • Parent • Reference 	<ul style="list-style-type: none"> • Periodical • Audio-visual • Digital resources
<p>▶ Become familiar with basic routines of the school library.</p>		
<ul style="list-style-type: none"> • Circulation policies and processes • Scheduling (classes, circulation, research, story time) • Schedule Style (fixed, flexible, or combination) • Book repair supplies and equipment 	<ul style="list-style-type: none"> • Processing supplies • Records and statistics • Regularly run reports • Catalog, both individual school and OPAC 	
<p>▶ Become familiar with the librarian's procedures for:</p>		
<ul style="list-style-type: none"> • Selection and ordering of materials 	<ul style="list-style-type: none"> • Budgets • Ordering supplies 	<ul style="list-style-type: none"> • Interlibrary Loans • Bindery options
<p>▶ Discuss what role the librarian plays in the orientation of faculty at the beginning of the year.</p>		
<p>▶ Discuss beginning-of-school procedures.</p>		
<p>▶ Discuss end-of-school procedures.</p>		
<p>▶ Discuss inventory.</p>		
<p>▶ Become familiar with the librarian evaluation instrument used by the district.</p>		
<p>▶ Observe the librarian in formal and informal teaching settings.</p>		
<p>▶ Observe the librarian in all library activities</p>		

Planning
<p>▶ Identify teachers with whom the candidate can collaborate in providing print and online resources. These teachers can be in any subject area.</p>
<p>▶ Identify skills instructions to be provided and begin planning collaborative lessons with teachers.</p>
<p>▶ Plan at least three experiences in sharing literature and motivating students to read. This can be done by:</p> <ul style="list-style-type: none"> • Book Talks • Read aloud • Storytelling, etc.
<p>▶ Discuss with the librarian detailed plans for the three activities/lessons the student librarian will lead/present.</p>

- ▶ Discuss the project assignment with the supervising librarian.
- ▶ Discuss preparing a bulletin board and/or display in the library or main hallway.

Participation
▶ Work with students in choosing appropriate materials for research and reference work.
▶ Work with the circulation procedures. <ul style="list-style-type: none"> • Checking in and out • Shelf-reading • Shelving • Overdue reports
▶ Identify books that need repairing. Repair those books.
▶ Prepare bulletin board or display.
▶ Read reviews, preview materials, examine materials for which the librarian has selection responsibility.
▶ Receive materials from Central Processing Center, if applicable.
▶ Prepare materials for Interlibrary Loan. Receive materials returned from Interlibrary Loan.
▶ Work with the librarian through the ordering process. <ul style="list-style-type: none"> • Prepare order • Catalog as necessary • Follow through with bookkeeper • Processing order to be shelf-ready • Receive order
▶ Provide informal instruction in skills.
▶ Take complete responsibility for the school library for periods of time with the librarian is not there.
▶ Visit two other school libraries in or out of the district.
▶ Provide three formal skills instructions that will be evaluated by the iSchool Field Supervisor.
▶ Prepare Project Poster Abstract and review with site supervisor and field supervisor.
▶ Have a final, summative conference with the site supervisor.

Appendices

Appendix A: School Librarian Standards
[Texas Administrative Code Title 19, Part 7, Chapter 239, Subchapter B, Rule §239.55:](#)

(a) School Librarian Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Librarian Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.65 of this title (relating to Requirements to Renew the Standard School Librarian Certificate).

(b) Standard I. Learner-Centered Teaching and Learning: The certified school librarian is an educational leader who promotes the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:

1. participate as an educational leader, an equal partner, and a change agent in the curriculum development process at both the school campus and school district levels;
2. participate in curriculum design and integrated planning of a shared school campus vision that focuses on reading, teaching, and learning;
3. model and promote collaborative planning, cooperative teaching, and direct instruction as determined by learners' needs and state curriculum standards;
4. direct and encourage students in the ethical use of resources to locate, gather, select, synthesize, and evaluate relevant information;
5. work collaboratively with faculty to provide students with opportunities to assume responsibility for planning and engaging in independent learning;
6. adapt teaching strategies to accommodate the diverse learning needs of the student population;
7. provide and promote ongoing staff development for the learning community, particularly in the areas of integration of information technology, information literacy, and literature appreciation;
8. provide and promote ongoing learning opportunities for students, particularly in the areas of integration of information technology and information literacy;
9. direct and encourage students to read a variety of fiction and nonfiction resources for personal and informational needs;
10. understand and evaluate national, state, and local reading initiatives;
11. create a learning environment in which the diversity of groups and the uniqueness of individuals are recognized and appreciated; and
12. provide instructional access to library resources and facilities through open, flexible scheduling for classes, small groups, and individuals.

(c) Standard II. Learner-Centered Library Program Leadership and Management: The certified school librarian is an educational leader who promotes the success of all students by acquiring, organizing, and managing information for use in a creative and exemplary library program. Accordingly, the certified school librarian is a leader and manager who must be able to do the following activities with understanding and valuation of their importance:

- 1) advocate for the development of an exemplary library media program that encourages a vision of excellence for all learners;
- 2) synthesize information from a variety of sources for effective decision making to develop and maintain an exemplary library program;
- 3) design policies and procedures that comply with local, state, and federal laws and policies while supporting sound decisions relating to school and library instruction and programs;
- 4) establish partnerships within the learning community to support school district and school campus goals through exemplary library programs;
- 5) demonstrate effective leadership strategies while working within school campus and school district administrative structures to promote achievement of library program goals;
- 6) employ effective interpersonal communication skills;
- 7) implement effective strategies and techniques to systematically perform library management operations such as budgeting; purchasing; scheduling; managing and maintaining facilities and resources; supervising adults and children; reporting; grant writing; and overseeing circulation and inventory;
- 8) collaborate with faculty to ensure that the process of evaluating and selecting library resources provides curriculum-related and leisure reading materials;
- 9) design and implement acceptable use policies for current and emerging technologies;
- 10) use effective planning, time management, and organization of work to maximize attainment of district and campus goals through exemplary library programs; and
- 11) monitor, assess, and employ existing and emerging technologies for management applications.

(d) Standard III. Learner-Centered Technology and Information Access: The certified school librarian is an educational leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:

- 1) provide a balanced, carefully selected, and systematically organized collection of library resources that are sufficient to meet students' needs and are continuously monitored to be current and relevant in each subject area;
- 2) model and promote the highest standard of conduct, ethics, and integrity in the use of the Internet and other print and electronic resources;
- 3) employ existing and emerging technologies to access, evaluate, and disseminate information for possible application to instructional programs;
- 4) promote interlibrary loan policy to facilitate information access beyond the campus;
- 5) model information problem-solving processes in providing instruction about reference and research techniques; and
- 6) participate in state and national technology initiatives.

(e) Standard IV. Learner-Centered Library Environment: The school librarian is an educational leader who promotes the success of all students by establishing a climate in the library that enables and encourages all members of the learning community to explore and meet their information needs. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:

- 1) understand the principles of exemplary library design as defined by state and federal guidelines for a simultaneous-use facility for individuals, small groups, and classes;
- 2) develop and maintain a flexible, functional, and barrier-free library facility that conforms to national and state library standards;
- 3) provide a safe, secure environment that is age appropriate;
- 4) maximize available space to permit displays of student-, faculty- and community-produced materials and collections; and
- 5) promote access to resources and information during and beyond the instructional day and school year.

(f) Standard V. Learner-Centered Connections to the Community: The school librarian is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and fostering the use of community resources. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:

- 1) promote awareness of and responsiveness to learning differences and other types of diversity in the learning community;
- 2) exhibit effective communication through oral, written, electronic, and nonverbal expression;
- 3) implement strategies for effective internal and external communications;
- 4) establish partnerships with businesses, learning institutions, global communities, and other libraries and entities to strengthen programs and support school campus goals;
- 5) develop library programs that offer families opportunities to participate in school activities and in their children's education;
- 6) advocate access to resources and information during and beyond the instructional day and school year; and
- 7) develop and implement a comprehensive program of community relations that uses strategies to effectively involve and inform multiple constituencies, including the news media.

(g) Standard VI. Learner-Centered Information Science and Librarianship: As an educational leader, the certified school librarian uses his or her unique knowledge base, drawing from both education and library science, to promote the success of all students and to provide experiences that help learners locate, evaluate, and use information to solve problems while becoming lifelong readers and learners. Accordingly, the certified

school librarian must be able to do the following activities with understanding and valuation of their importance:

- 1) understand the role of all types of libraries and information agencies in an integrated learning environment;
- 2) understand the role of the school library media program as a central element in the intellectual life of the school;
- 3) know theories, principles, and skills related to the selection, acquisition, organization, storage, retrieval, use, and evaluation of information;
- 4) implement standard library procedures for classifying, cataloging, and processing various resources that facilitate computerization and resource sharing;
- 5) evaluate and select existing and emergent technologies in support of the library program;
- 6) communicate effectively to patrons to determine their information needs;
- 7) demonstrate an understanding of bibliographic and retrieval techniques needed to organize and use information sources;
- 8) use knowledge of literature and information resources to help students select materials;
- 9) understand and model principles of intellectual freedom, information access, privacy, and proprietary rights;
- 10) design and use statistical reports to support an exemplary library program;
- 11) use varied reading materials, programs, and motivational strategies to guide the development of independent readers;
- 12) engage in continual self-evaluation and self-directed learning for professional growth;
- 13) maintain an active interest in and contribute to appropriate local, state, regional, and national professional associations and publications;
- 14) demonstrate ethical behavior in all professional contexts; and
- 15) work collaboratively with other information professionals in support of the library program and the profession.

Appendix B: End of Practicum/Internship Documents Due

1. Time Sheet and Journal

The time sheet should have:

- 160 hours documented (include a Total Line for the number of hours)
- 10-15 journal entries tied to the state standards (These do not have to be long, just thorough.)
- Signatures of the Site Supervisor after every week
- Signature of the candidate, Site Supervisor and Field Supervisor (Make sure you include the text box at the very end that has a place for all three signatures.)

Once the candidate has completed the spreadsheet, the Site Supervisor can complete their signature, then send it to the field supervisor who will sign and submit to the program coordinator. See example below:

Intern/Practicum Time Sheet
2022 - 2023

Date	Hours	Description	Journal Entry and School Librarian Standards
End of Week 1		Site Supervisor Signature	"Sign here"
<p>This certifies that _____ has completed the hours necessary to finish the Practicum in the _____ School Library.</p> <p>Signatures:</p> <p>Student: _____</p> <p>Site Supervisor: _____</p> <p>Field Supervisor: _____</p>			

2. Site Supervisor Evaluation

There is a checklist and then a place for comments. Site Supervisor will fill this out and sign, send it to student to sign, then on to the program coordinator for signature and submission.

3. Recommendation Letter for Library Exam

This is filled out and signed by the Site Supervisor. It is then passed to the program coordinator for signature and submission.

4. Signed Observations

When the field supervisor has completed all observation narratives, they will send those to the candidates for review and signature. Read, sign, return to the field supervisor for signature and submission. The field supervisor will send a separate email.

5. Recommendation for Exam by Field Supervisor

This is a letter written and signed by the field supervisor and submitted to the Program Coordinator who will send to the TEA office at the College of Education.

Appendix C: Timesheet Template

A timesheet will be supplied to you through the Field Supervisor.

Date	Hours	Description	Journal Entry and School Librarian Standards
1/15/21	1.50	Gullett Elementary, worked on lesson for fact/non-fact internet studies.	Prepared a lesson for Fact/Non-Fact discernment of on-line resources. Standard III: (2) model and promote the highest standard of conduct, ethics, and integrity in the use of the Internet and other print and electronic resource
End of Week 1		Site Supervisor's Signature	
Site Supervisor's Feedback:			

Appendix D: Information Literacy Lesson Plan Template

https://docs.google.com/document/d/1_EGd1ZgIksawUaaxp5KAYOLSun-i-0AEYThHwzODXDI/copy

Appendix E: Research-Based Story Time Lesson Plan Template

Research-Based Early Literacy Practices for Grades PreK-2*

Created by Barbara A. Jansen, Ph.D.

Story Time Lesson Plan	
School Librarian's / Candidate's Name:	
Date:	Grade Level:
Reading (and Writing as Appropriate) TEKS for Grade Level:	
Book Title and Author/Illustrator:	

Early Literacy Skills (Check Appropriate)	Strategy for Teaching/Learning
Oral Language/Narrative Skills	
Phonological Awareness	
Print Awareness/Concepts	
Print Motivation	
Letter Knowledge	
Vocabulary	
Background Knowledge	

CROWD questions to ask before, during, and after reading:	
Comprehension	
Recall	
Open Ended	
“Wh” (who, what, when, where, why, how)	

Distancing	
------------	--

Five Practices of Early Literacy

Explain the practices that you chose for a follow up activity.

Practice	Activity / Strategy
Singing	
Talking	
Reading	
Writing	
Playing	

Suggested Lesson Sequence

1. Introduction to book, author, awards, etc.
2. Read the book all the way through the first time
3. Read the book a second time, stopping appropriately to integrate Early Literacy Skills and CROWD questions
4. Choose one or more of the Five Practices of Early Literacy as a culminating activity
5. Closure

*Lesson plan based on the research detailed or summarized in the following documents:

1. Allor, J. H. (2003). Developing emergent literacy skills through storybook reading. *Intervention in School & Clinic*, 39(2), 72–79. <https://doi-org.ezproxy.lib.utexas.edu/10.1177/10534512030390020201>
2. Burns, M. S., Griffin, P., & Snow, C. E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success*. National Academy Press.
3. Campana, K., Mills, J. E., Capps, J. L., Dresang, E. T., Carlyle, A., Metoyer, C. A., Urban, I. B., Feldman, E. N., Brouwer, M., Burnett, K., & Kotrla, B. (2016). Early literacy in library storytimes: A study of measures of effectiveness. *Library Quarterly*, 86(4), 369–388. <https://doi-org.ezproxy.lib.utexas.edu/10.1086/688028>
4. Donohue, T. (2016, March 31). Dialogic reading: Part 2. *Iowa Reading Research Center*. <https://iowareadingresearch.org/dialogic-reading-part-2>
5. Justice, L. M., & Pullen, P. C. (2003). Promising interventions for promoting emergent literacy skills: Three evidence-based approaches. *Topics in Early Childhood Special Education*, 23(3), 99–113. <https://doi.org/10.1177/02711214030230030101>
6. Maclean, J. (2008). Library preschool storytimes: Developing early literacy skills in children. *Library Preschool Storytimes*. Retrieved from <https://ed.psu.edu/goodling-institute/.../Judy-maclean-library-preschool-storytimes>, pp. 10-11.
7. Martinez, M., & Roser, N. (1985). Read it again: The value of repeated readings during storytime. *The Reading Teacher*, 38(8), 782-786.
8. Online Computer Learning Center. (2018). Overview of supercharged storytimes. *Supercharged Storytimes for All*. <https://www.webjunction.org/content/dam/WebJunction/Documents/webJunction/supercharged-storytimes/introduction/overview-of-supercharged-storytimes.pdf>
9. Public Library Association, & Association for Library Service to Children. (n.d.). *Building on success*. Every Child Ready to Read @ Your Library. <http://everychildreadytoread.org/>
10. Reading Rockets. (2007). *Emergent readers: Look! That's my letter!* <https://www.readingrockets.org/article/emergent-readers-look-s-my-letter>

Appendix F: Field Supervisor Observation Form



The University of Texas at Austin
School of Information

School Librarian Certificate Program Practicum

INF 388R - FIELD SUPERVISOR OBSERVATION #__ FORM

Candidate:	Start Date:
Site Supervisor:	
Supervisor's Job Title:	
Email:	Phone:
School District:	

Observation #2 (45 minutes)

The second observation should occur within the **middle** of the practicum time frame. The focus will be to ascertain the quality and variety of opportunities in which the candidate has engaged.

Date:	Start Time:	End Time:
Site Library Name:	Phone:	
Address:		

Within one week of the observation, please send this completed observation form via email attachment to each of the individuals listed below. Note: Site Supervisors are encouraged to contact the Field Supervisor for assistance.

Candidate:	Email:
Site Supervisor:	Email:
Principal:	Email:
UT Program coordinator:	
Email:	Phone:

Was the Site Supervisor present at the observation? <input type="checkbox"/> Yes <input type="checkbox"/> No
Duties/tasks candidate has observed at site (submitted by candidate):
Duties, lessons, and read aloud sessions candidate has performed at site (submitted by candidate):
Duties, lessons, and read aloud sessions candidate will perform or present at site (submitted by candidate):
How did the candidate accommodate learning different or language learning students in the class?

Pre-Observation Conference	Date:	Time:
Format: <input type="checkbox"/> Zoom <input type="checkbox"/> In-person <input type="checkbox"/> Phone		
Notes:		
How will the candidate accommodate learning different or language learning students in the class, even if there are none present?		

Observation	Date:	Start Time:	End Time:
Format: <input type="checkbox"/> Zoom <input type="checkbox"/> In-person			
Presentation: <input type="checkbox"/> Skills Lesson <input type="checkbox"/> Read Aloud <input type="checkbox"/> Staff Development Session			
Notes:			
How did the candidate accommodate learning different or language learning students in the class?			

Post-Observation Conference	Date:	Time:
Format: <input type="checkbox"/> Zoom <input type="checkbox"/> In-person <input type="checkbox"/> Phone		
Notes:		

How did the candidate accommodate learning different or language learning students in the class? Describe the level of success. What were missed opportunities for supporting students who are learning different or language learners?

Areas of Reinforcement:

Areas of Refinement:

Appendix G: Site Supervisor Evaluation of Candidate



School Librarian Certificate Program Practicum Evaluation

To be completed by Site Supervisor

Below is the text sent to the site supervisor via email by the field supervisor or program coordinator before the practicum commences.

Thank you for agreeing to help with the school library practicum this semester. We ask that, as a site supervisor, you be responsible for providing professional level experiences for students who are seeking the Standard School Librarian Certificate from the Texas State Board of Educator Certification (SBEC).

The school library practicum is a formal academic course that requires 160 hours of on-site work at two campuses—elementary and middle or high school. We ask that you provide activities that offer the student a wide array of experiences that enhance professional development. The site supervisor works in cooperation with a field supervisor who is employed by the School of Information at the University of Texas at Austin (iSchool). The School (iSchool) provides a manual with suggestions for learning activities and supervision.

In addition to day-to-day supervision, the site supervisor is expected to help in the final evaluation of the student. The evaluation is placed in the student's permanent file. The student may or may not ask that it be provided to prospective employers. The faculty instructor for the course assigns the final grades (credit or no credit).

All students who participate in the school library practicum are post-baccalaureate students, and are enrolled in the Master's program in Information Studies at the School of Information, or already hold a Master's degree.

If you have not received the practicum manuals and other support materials, please let the program coordinator (Dr. Barbara A. Jansen, bajansen@utexas.edu) know as soon as possible. She would also would like to have your email address, as well as phone numbers, address of your school, and a work phone number where you can be reached if needed.

School Librarian Certificate Program Practicum

INF 388R - SITE SUPERVISOR CANDIDATE EVALUATION FORM

Candidate:	Assignment:
Field Supervisor:	Date:
Total Hours of Practicum:	Dates: From _____ To _____

Student Evaluation

Using the scale below, place a check in the column which best describes your evaluation of the student librarian's work. Where you have no basis for evaluation, place a check in the NA ("not appropriate") column.

5 = Far Exceeded
Expectations

4 = Exceeded
Expectations

3 = Met
Expectations

2 = Was Below
Expectations

1 = Was Far Below
Expectations

PROFESSIONAL APTITUDES AND POTENTIAL	1	2	3	4	5	NA
Application of basic library skills						
Selection of materials						
Reference						
Circulation routines						
Application of computer skills						
Creating documents						
Use of technology						
Ability to create and use computer graphics						
Ability to create and use multimedia products						
Application of appropriate teaching techniques						
Effective utilization of electronic and print materials						
Evidence of classroom management skills						
Ability to maintain the established climate and atmosphere						
Ability to organize and follow through assigned tasks						
Evidence of skill in promotion and use of materials						
Evidence of good interpersonal skills with pupils & teachers						
Demonstration of ability to plan & coordinate appropriate information literacy instruction.						
Potential for professional growth						

PERSONAL QUALITIES

	1	2	3	4	5	NA
Exhibits warmth and enthusiasm						
Exercises good judgment and tact						
Demonstrates initiative and creativity						
Healthy sense of humor						
Exhibits emotional and physical stamina						
Reacts well to suggestions for improvement						
Well-groomed and appropriately dressed						
Punctual and in attendance as scheduled						
Assertive when necessary						
Demonstrates strong oral & written communication skills						

Estimate of Student as Prospective School Librarian

Student possesses the ability to operate:

- Independently Best under supervision Best with close supervision

Based on my observations of the student, I would:

- Recommend Highly Recommend with Assurance Recommend with Reservation

Statement of Strengths and Areas for Growth

Skills instruction:

Reading aloud (as applicable):

Staff development workshop offered to faculty:

Other:

This statement may be made a part of this student’s file.

Site Supervisor Signature and Date

Student Librarian Signature and Date

UT Field Supervisor Signature and Date



School Librarian Certificate Program

SITE SUPERVISOR: STUDENT LIBRARIAN RECOMMENDATION FOR EXAM

Date: _____

During the Academic Year 2023-2024, _____ has been under my supervision as a Student Library Intern.

They have completed all required tasks as well as the required hours. I recommend they are eligible to take the School Librarian Certification Exam (150).

Site Supervisor Printed Name

Site Supervisor Signature



School Librarian Certificate Program

FIELD SUPERVISOR: STUDENT LIBRARIAN RECOMMENDATION FOR EXAM

Date: _____

During the Academic Year 2023-2024, _____ has been under my supervision as a Student Library Intern.

They have completed all required tasks as well as the required hours. I recommend they are eligible to take the School Librarian Certification Exam (150).

Field Supervisor Printed Name

Field Supervisor Signature