Library Media Endorsement Program Handbook (2017-19 Cohort)
Graduate School of Education

Mission
Preparing professionals to meet our diverse communities' lifelong needs

Conceptual Framework

**Vision - Preparing professionals to meet our diverse communities’ lifelong educational needs**

<table>
<thead>
<tr>
<th>Diversity and inclusiveness</th>
<th>Research-based practices and professional standards</th>
<th>Impact on learning and development</th>
<th>Evidence-informed decision making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates work effectively with diverse populations (1.1)</td>
<td>Candidates critically analyze and implement research-based practices (2.1)</td>
<td>Candidates ensure that all learners and clients succeed (3.1)</td>
<td>Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</td>
</tr>
<tr>
<td>Candidates promote inclusive and therapeutic environments (1.2)</td>
<td>Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</td>
<td>Candidates use technology to enhance learning and development (3.2)</td>
<td></td>
</tr>
</tbody>
</table>

Handbook 2017-19 Cohort updated September, 2017
Welcome to the Library Media Endorsement Program

Welcome to the Library Media Endorsement Program! Whether you are a student, a supervisor, a cooperating professional, or a principal, we are hopeful that the information in this handbook will be helpful to you. In it, we have compiled the policies and program information that you will need to participate in the program.

The Library Media Endorsement Program at Portland State University is a part of the Department of Curriculum and Instruction in the Graduate School of Education. This program combines rigorous graduate-level coursework, and field experiences working with students in public pre-K to high school school library settings. Students in this program have the benefit of working collaboratively with Portland State University faculty and experienced professionals from throughout the metropolitan Portland area.

This CAEP and TSPC accredited program provides the school library/media courses needed to fulfill the academic and field experience requirements for an endorsement as a school library/media specialist in the State of Oregon. Candidates who successfully complete all program requirements may be recommended for a Library/Media Endorsement in Oregon, which may also be transferrable to other states.

I encourage you to review the Handbook carefully. If you have questions related to this program, please contact the program coordinator: Todd Cherener (tcherener@pdx.edu), Mark Wallace, Admissions Coordinator (mwal@pdx.edu) and Elizabeth Snyder, Recruitment, Outreach and Student Services (snydere@pdx.edu) are also available to assist you with program information and questions, as I am as Curriculum and Instruction Department Chair.

I wish you a most stimulating, challenging, and rewarding experience in the Library Media Program at Portland State University.

Sincerely,
Will Parnell
Chair and Professor
Dept. of Curriculum and Instruction
parnellw@pdx.edu
Table of Contents

Program Overview 3
Program Goals and Standards 4
Practicum information 5
  Role of University Supervisor
  Role of Cooperating Professional
  Role of School Administrator
Program Completion and Licensure 7
Expectations, Policies and Procedures 8
Ensuring Fair Treatment of Candidates 8
Useful Links 8
  GSE Policy Handbook
  GSE Clinical Experience Policies
  Library Media Program information
  TK20
Program Contact Information 9

Program Overview

Prerequisites and Tests
A summary or prerequisites is included at the end of the table below. A complete description of prerequisite courses can be found online at https://www.pdx.edu/ci/library-courses.

Prerequisite Courses (information about equivalent courses can be found on the web site above)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Term Offered at PSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 432/532</td>
<td>Computer applications for the classroom</td>
<td>Any term</td>
</tr>
<tr>
<td>LIB 428/528</td>
<td>Children’s literature K-5 (or LIB 429/529 below)</td>
<td>Any term</td>
</tr>
<tr>
<td>LIB 429/529</td>
<td>Young adult literature (or LIB 428/528 above)</td>
<td>Winter and Spring</td>
</tr>
</tbody>
</table>

Program Courses
### Program Goals and Standards

**Program Goals:**
To prepare school library media specialists who are:

- **Knowledgeable about content and pedagogy**

  Graduates of our program are prepared through courses in all aspects of school library media and in teaching foundations and methodology. They will leave the program confident about their knowledge of school libraries and of teaching practices that are effective when working with diverse populations of students.

- **Reflective Practitioners**

  Graduates of our program stay up to date as teacher librarians and continually examine their own practice. They will take responsibility for their own professional development and work to integrate theory and practice.

- **Able to work with individuals of diverse backgrounds**

  Graduates of our program are prepared to deal effectively with individuals from diverse social, cultural, and economic backgrounds, and are informed about issues of race, class, and gender. They are prepared to challenge racism, sexism, and inequality in their professional roles and work to meet the needs of all individuals to live in an increasingly diverse society.
• Able to teach students of diverse abilities.

Graduates of our program are prepared to work effectively and sensitively with students with varying academic capacities and backgrounds. They are committed to provide an appropriate library media program and educational experiences for all students and plan with this goal in mind.

• Able to meet or exceed standards set by Oregon’s Teaching Standards and Practices Commission (TSPC), the Council for the Accreditation of Educator Preparation (CAEP), and the American Association of School Libraries (AASL).

The Library Media Program has been approved by TSPC for the preparation of school library media specialists in Oregon and is accredited by NCATE. We will continually review our programs to ensure that they reflect current best practice.

Standards
TSPC Standards:
OAR 584-420-0415
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_420.html

AASL Standards:
ALA/AASL Approved Standards (2010)

Course descriptions can be found online at https://www.pdx.edu/academic-affairs/psu-bulletin

Practica

The Library Media Endorsement program uses two terms of practica for purposes of instruction, integration of fieldwork, campus-based learning, and assessment of candidate competencies. You must complete the Practicum Application at least one term before you register for a practicum.

Candidates complete one practicum at the elementary level and one at secondary during the program. The first practicum is completed during Winter, 2019, and the second during Spring, 2019.

Both practa are 60-hour (minimum) field experiences.

During the first practicum experience, candidates are expected to spend a minimum of 60 hours at their practicum site. During that time they will:
• mirror and assume some of the responsibilities of the school librarian at their cooperating site
• collaboratively complete the practicum checklist and other work assigned by their practicum supervisor
• participate in alternate experiences/activities as approved by their practicum supervisor (see below)

During second practicum experience, candidates are expected to spend a minimum of 60 hours at their practicum site. During that time they will:
• mirror and assume some of the responsibilities of the school librarian at their cooperating site
• design, teach, assess and analyze a sequence of lessons to one group of students
• collaboratively complete the practicum checklist and other work assigned by the practicum supervisor
• participate in alternative experiences/activities as approved by their practicum supervisor (see below)

Note: These are minimum expectations.

Possible alternate experiences/activities:
• Attend the fall or spring OASL conference or other professional library, literacy or technology conference
Library Media Endorsement

- Attend a talk by a children's or young adult author or illustrator
- Attend a district-sponsored library/media specialist meeting
- Attend a book fair training session
- Attend a technology training session conducted by the school district
- Others as pre-approved by the practicum supervisor


Attendance
Candidates are encouraged to take advantage of activities such as professional conferences and visiting other schools (with advisor, university supervisor, and cooperating professional approval). If you are absent due to illness or an emergency, you must contact the school before the school day begins or as soon as possible.

School policies
Early in your placement, ask for a copy of any school handbooks and other policy documents that are used in relationship to teachers and to your students. You should be aware of school policies about reporting of suspected abuse and other serious matters involving students.

Work Stoppage
In the event of a teachers' strike in a district where you are assigned, you are advised not to report to the school. You should contact their university supervisor immediately. If a teachers' strike is prolonged, we will make an effort to reassign you to another district.

Emergency Procedures
You are responsible for ensuring that written emergency information is on file in the school office.

Conflict Resolution
Each participant (candidate, university supervisor, and cooperating teacher) is responsible for addressing real or potential conflicts as soon as possible. Ideally, the concerns should first be taken to the person most directly involved. In any case, each participant should ensure that communication is as open and constructive as possible. If necessary the program advisor and an appropriate building administrator should be contacted.

The Role of the University Supervisor
The university supervisor provides the major regular link between the candidate's practicum placement and PSU. University supervisors are regular PSU faculty members or other experienced educational professionals.

University supervisors are responsible for the following:

- Establishing contact with cooperating professionals and principals at the beginning of the practicum, explaining the structure and expectations of practicum, and responding to questions.
- Making at least two supportive/evaluative visits to each candidate each term. These visits will usually include observation of a lesson or activity and meeting with the candidate to provide feedback. If a candidate is having problems, the supervisor should be prepared to visit more often and/or at greater length.
- Conducting at least two evaluative conferences with the candidate and cooperating professional each term to review the evaluation forms.
- Submitting appropriate evaluation forms through Tk20.
- Assigning, grading and responding to practicum assignments
- Pre-approving alternate experiences/activities
- Responding to any concerns related to the field placement raised by the candidate or by school personnel and sharing those concerns with the program advisor or department chairperson.
- Attending meetings and orientation for university supervisors and cooperating librarians.
The Role of the Cooperating School Library Media Specialist

The cooperating professional is a crucial contributor of the candidate’s growth and development as a beginning library/media specialist. Cooperating professionals model good teaching; provide guidance; and assure that the candidate receives extensive experience in all aspects of library/media center and school operations. They provide regular, targeted feedback; and help assess whether the candidate should be recommended for licensure.

Who Becomes A Cooperating Professional?
The Graduate School of Education’s Field Placement Coordinator, in cooperation with school districts and cohort leaders, arranges placements for endorsement candidates. Candidates’ preferences about geographic location are considered when making placements.

Expectations For Cooperating Professionals
The relationship between the cooperating professional and the candidate is a complex one that takes different forms depending on the individuals, students, and schools involved. However, we hope that every cooperating professional will:

- Make candidates feel welcome through introductions to students and colleagues, providing a desk or other personal space, providing information about procedures and policies, and the school’s culture.
- Provide candidates with varied opportunities to work with students as early as possible, beginning with routine activities and work with individuals and small groups, and gradually increasing their responsibilities.
- Provide opportunities for candidates to carry out activities required for their PSU classes and for personal growth.
- Provide opportunities for candidates to take full responsibility for library/media center operations.
- Plan regular times to meet with candidates for planning and feedback.
- Be available to meet with the candidate’s university supervisor for scheduled conferences and occasional informal conversations.
- Complete practicum checklist prior to or during 3-way evaluative conference.
- Communicate any concerns to the university supervisor, advisor, or both.
- Complete Disposition concerns forms if necessary.

The Role of the School Administrator

Although principals and other administrators have less contact with teacher candidates than the cooperating professional, they can play a pivotal role in candidate’s success. In addition to their liaison role in the initial placement of candidates, they can serve as an important source of support and advising. We hope that principals and other administrators will:

- Provide an orientation for candidates focusing on expectations, policies, school culture, and offer relevant written material such as school handbooks.
- Be available to meet with candidates occasionally to share information or to address concerns.
- Observe and give feedback to candidates at some point during their practicum experience.
- Look for opportunities to involve candidates in extra-curricular activities, parent and community programs.
- Meet the university supervisor at the beginning of the practicum experience and contact the supervisor or advisor with any concerns.

Program Completion and Licensure

Program completion and subsequent recommendation for the endorsement are based on successful work in program courses, demonstrated competence in practicums, and a passing score on the NES test. Upon program completion, with associated documentation, the Graduate School of Education recommends candidates to the Teacher Standards and Practices Commission for a Library/Media Endorsement. An explanation of this process is found online at http://www.pdx.edu/ci/library-completion.
Note: Licensure by TSPC is not automatic upon completion of the program, but must be initiated by the candidate. Candidates are responsible for ensuring its completion.

**Expectations, Policies and Procedures**

Candidates are to maintain high standards of academic and professional performance, including adherence to the policies and guidelines detailed in the Graduate School of Education’s Policy Handbook www.pdx.edu/education/psu-graduate-school-education-policy-handbook

**Netiquette**: Some big ideas for netiquette include being respectful of peers, considering who will be reading your postings, staying on topic, using professional communication skills, and citing sources. *Being respectful of peers means no harassing of classmates with postings, insulting classmates, and using abrasive fonts, all caps, punctuation, and anything else that may be disrespectful (this may come down to a case-by-case basis). Considering who is reading your posts is crucial because this is an online community, and all classmates are allowed to read any content that appears on websites or apps related to this course. Staying on topic and using professional communication skills means staying within a word count and timeframes and not straying from the focus of a prompt.*

**Academic Integrity** (PSU Student Conduct Code # 577-031-0136): The policy governing academic integrity is part of the Code of Student Conduct and Responsibility. **Academic integrity** is a cornerstone of any meaningful education and a reflection of each student’s maturity and integrity. The Code of Student Conduct and Responsibility, which applies to all students, prohibits all forms of academic misconduct, fraud, and dishonesty. These acts include, but are not limited to: plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized collaboration, disclosure and receipt of academic information, and other practices commonly understood to be academic misconduct. See [http://pdx.smartcatalogiq.com/en/2016-2017/Bulletin/Student-Policies-and-Guidelines/Student-Conduct/Academic-integrity](http://pdx.smartcatalogiq.com/en/2016-2017/Bulletin/Student-Policies-and-Guidelines/Student-Conduct/Academic-integrity)

**Ensuring Fair Treatment of Candidates**

**Non Discrimination Policy**

The Library/Media Program adheres to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, national origin, or religion. In addition, students with disability will be provided reasonable accommodations or other types of assistance, as needed, to complete the program. Please contact the Disability Resource Center for further information.

**Appeal Process Regarding Academic Evaluation**

The university provides a process for appealing “prejudiced or capricious academic evaluation.” Details are in the “Appeals and Grievances” section of the PSU Bulletin. Appeals beyond the levels of the course instructor and Department Chair must be in writing. Upon receipt of the written appeal the Associate Dean appoints a Graduate School of Education (GSE) hearing committee consisting of three faculty members. The committee reviews the appeal and may request additional information. Then, the committee reports its findings to the Associate Dean. A candidate who is not satisfied with the resolution may take the appeal to the University’s Academic Appeals Board. This process applies to both graded courses and P/NP courses.

**Appeal Process Regarding Recommendation for Licensure**

If a candidate is discontinued in the program because of low grades, and therefore is not eligible for a recommendation for licensure, he/she can reapply to the program, or can use the appeal process for academic evaluation described in the previous section.

If a candidate does not receive recommendation for licensure for reasons other than grades, he/she can use the following appeal process:

The candidate may file a written appeal with the Department Chair who will appoint a GSE hearing committee consisting of three faculty members.
The GSE hearing committee will request written documentation from individuals they believe have information relevant to the candidate’s appeal. The candidate may also request written documentation from individuals with relevant information. All parties are invited to present information in person. The hearing committee makes a decision to either recommend or not recommend the student teacher candidate for licensure.

Procedures For Addressing Candidate Concerns
See the Policy Handbook, for detailed information.

Useful Links
GSE Policy Handbook
www.pdx.edu/education/psu-graduate-school-education-policy-handbook

GSE Clinical Experience Policies

Library Media Program information
https://www.pdx.edu/ci/library

Tk20
www.pdx.edu/education/tk20

Program Contact Information

General information
Elizabeth Snyder, Recruitment, Outreach and Student Services
snydere@pdx.edu
503-725-9786
1-800-547-8887 ext 59786

Program content and advising
Todd Cherner Program Coordinator
tcherner@pdx.edu
503-725-4740
1-800-547-8887 ext 54740

Field Placement Office
Penny Jasso, Field Placement Coordinator
jassop@pdx.edu
503-725-5857
1-800-547-8887 ext 55857

Licensure Office
Lisa Todd
ltodd@pdx.edu
503-725-4758
1-800-547-8887 ext 54758
Curriculum and Instruction department chair
Will Parnell, Department Chair
parnellw@pdx.edu
503-725-3091
1-800-547-8887 ext 53091