

## Appendix 3

### Learning Community Report/LIBM 6390

Students are required to describe in a short report (no longer than five or six word-processed pages) the learning community of the library media center(s) where they are completing their practical field experience. The student should be able to discuss the interrelationships of the various elements of the school, district, or agency or agencies within the learning community served by library media center(s) studied. Collaboration, leadership, and technology utilization for and with these various elements should be included in the paper. Submit report to practicum coordinator and retain copy for notebook.

The learning community is described as the “global web of individuals and organizations that are interconnected in a lifelong quest to understand and meet constantly changing information needs.”(*Information Power*, 1998, p. 48-49). Some of the elements which may be examined are listed in the box below.

#### Elements Which **MUST** Be Examined

The uniqueness of the students attending the school or schools, including the cultural diversity or exceptional populations, including a description of the educational programs provided them. (*Information Power* refers to a “student-centered” library media program in Chapter 7.)

The uniqueness of the teaching and administrative staffs within the school(s) served by the library media center(s) and the collaborative, administrative, and technological needs provided by the library media specialist(s) to the teaching and administrative staffs

The uniqueness of the parents, families, and local communities served by the school(s) and the collaborative, administrative, or technological needs provided by the library media specialist(s) to the local community

The uniqueness of the district, state, and regional offices which serve the school(s) including collaborative, administrative, or technological support or guidance provided to the library media specialist(s) or used by the library media specialist(s).

The uniqueness of the local, state, or national professional organizations which support the library media specialist(s) including the collaborative, administrative, or technological support or guidance provided to the library media specialist(s) or used by the library media specialist(s)

Regional, state, national, international, or global resources used by the library media specialist(s)

### Appendix 3, Continued

To accomplish this background study, examine the key documents shaping media center policies, programs and services in the host library media center(s), school building(s), and district(s). Regional, state, national, or international programs or services used by the host library media center(s) may also be reviewed. If examined, be sure to allude in the written paper to any of the following as needed. Also, be sure to describe any policies or procedures which may need to be developed. Sample documents are listed in the chart.

#### Sample Documents Which May Be Examined

Most recent copy of ACSIP (student improvement) planning documents which may provide special funding opportunities for library media programs which impact student achievement in a positive way

Student Handbooks, Teacher/Staff Handbooks, District Handbooks, Educational Service Cooperative Handbooks

Library Media Center, School, District, Regional, or State Web Pages

Community Resource Guidelines, Handbooks, Web Pages

Resources from Local, Regional, State, National, or International Agencies or Professional Organizations

SLMC Policy Manual which may/should include Selection Policy, Collection Development Plan, Technology Plan and Procedures for LMC Operation (Hours Open, Circulation Rules, etc.)

District Library Media Policy Manual which should include the above items plus references to Board Policies, Teacher Union Contracts/Personnel Policies and Procedures which may/should include a separate LMS Evaluation Form

As with any well-written paper, there should be an introduction and a conclusion. See Grading Rubric on next page. Submit copy of rubric with the Learning Community Report.

## Learning Community Report Rubric/LIBM 6390

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Learning Community Name(s): \_\_\_\_\_

**Introduction** -Briefly describes or introduces the learning community or communities to be discussed in paper

<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Candidate demonstrates little or no evidence of writing an introductory paragraph to introduce the learning community where the practical field experience takes place.	Candidate demonstrates organized evidence of writing an introductory paragraph to introduce the learning community where the practical field experience takes place.	Candidate demonstrates concise, organized evidence of writing an introductory paragraph to introduce the learning community where the practical field experience takes place.
<b>1</b>	<b>2</b>	<b>3</b>

**Description of Students**-Describes the uniqueness of the students, including cultural diversity or exceptional populations, and the various educational programs designed to serve the students which should include the SLMC program for students

<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Candidate demonstrates little or no evidence of enumerating the cultural diversity and exceptional student populations along with the educational programs designed to serve the various needs of the students in the practical field experience setting. (Example: LEP students)	Candidate demonstrates organized evidence of enumerating the cultural diversity and exceptional student populations along with the educational programs designed to serve the various needs of the students in the practical field experience setting. (Example: LEP students)	Candidate demonstrates concise, organized evidence of enumerating the cultural diversity and exceptional student populations along with the educational programs designed to serve the various needs of the students in the practical field experience setting. (Example: LEP students)
<b>1</b>	<b>2</b>	<b>3</b>

**Description of Teaching and Administrative Staffs**-Describes the uniqueness of the teaching and administrative staffs and the collaborative, administrative, or technological services provided by the SLMS for the teaching and administrative staff members

<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Candidate demonstrates little or no evidence of describing the teaching and administrative staffs where the practical field experience takes place. (Example: Cultural Diversity, Educational Background)	Candidate demonstrates organized evidence of describing the teaching and administrative staffs where the practical field experience takes place. (Example: Cultural Diversity, Educational Background)	Candidate demonstrates concise, organized evidence of describing the teaching and administrative staffs where the practical field experience takes place. (Example: Cultural Diversity, Educational Background)
<b>1</b>	<b>2</b>	<b>3</b>

**Description of Parents, Families, and Local Communities**-Describes the uniqueness of the parents, families, and/or local communities served by the school(s) and the collaborative, administrative or technological needs provided by the SLMC/SLMS to the local communities

<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Candidate demonstrates little or no evidence of enumerating the cultural diversity and uniqueness of parents, families, and local citizens in the practical field experience setting.	Candidate demonstrates organized evidence of enumerating the cultural diversity and uniqueness of parents, families, and local citizens in the practical field experience setting.	Candidate demonstrates concise, organized evidence of enumerating the cultural diversity and uniqueness of parents, families, and local citizens in the practical field

Candidate should be able to describe collaborative, administrative, or technological services provided to the parents and community by the SLMC/SLMS.	Candidate should be able to describe collaborative, administrative, or technological services provided to the parents and community by the SLMC/SLMS.	experience setting. Candidate should be able to describe collaborative, administrative, or technological services provided to the parents and community by the SLMC/SLMS.
<b>1</b>	<b>2</b>	<b>3</b>

**Description of District, State, and Regional Offices**-Describes the district, state, or regional offices which serve the school(s) and the collaborative, administrative, or technological support or guidance provided to the SLMC/SLMC

<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Candidate demonstrates little or no evidence of describing the district, state, or regional offices which serve the learning community where the practical field experience takes place. Candidate should be able to describe the collaborative, administrative, or technological support or guidance provided to the SLMC/SLMC.	Candidate demonstrates organized evidence of describing the district, state, or regional offices which serve the learning community where the practical field experience takes place. Candidate should be able to describe the collaborative, administrative, or technological support or guidance provided to the SLMC/SLMC.	Candidate demonstrates concise, organized evidence of describing the district, state, or regional offices which serve the learning community where the practical field experience takes place. Candidate should be able to describe the collaborative, administrative, or technological support or guidance provided to the SLMC/SLMC.
<b>1</b>	<b>2</b>	<b>3</b>

**Description of Local, State, or National Professional Organizations/Resources**-Describes the local, state, or national professional organizations which support the SLMC and the collaborative, administrative, or technological support or guidance provided to the SLMC/SLMC

<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Candidate demonstrates little or no evidence of describing the local, state or national professional organizations/resources which support the SLMC through collaborative, administrative, or technological guidance in the learning community.	Candidate demonstrates organized evidence of describing the local, state or national professional organizations/resources which support the SLMC through collaborative, administrative, or technological guidance in the learning community.	Candidate demonstrates concise, organized evidence of describing the local, state or national professional organizations/resources which support the SLMC through collaborative, administrative, or technological guidance in the learning community.
<b>1</b>	<b>2</b>	<b>3</b>

**Conclusion**-Briefly restates the main ideas in concluding remarks

<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Candidate demonstrates little or no evidence of writing a concluding paragraph to briefly summarize information about the learning community where the practical field experience takes place.	Candidate demonstrates organized evidence of writing a concluding paragraph to briefly summarize information about the learning community where the practical field experience takes place.	Candidate demonstrates concise, organized evidence of writing a concluding paragraph to briefly summarize information about the learning community where the practical field experience takes place.
<b>1</b>	<b>2</b>	<b>3</b>

Total Points Earned: \_\_\_\_\_  
Total Points Possible: 21

