

DIRECTED FIELDWORK LEARNING OUTCOMES AGREEMENT

- *The student and DFW host site supervisor/mentor should collaboratively complete the “DFW Learning Outcomes Agreement” (LOA) during the first week of fieldwork (or earlier) and submit it to the DFW Faculty Coordinator by the due date reflected on the LIS 590 course website.*
- *The LOA should clearly define (a) what the student wants to learn (the learning outcomes), (b) what tasks or projects the student will be performing in order to meet those outcomes, and (c) what the student will have to show as “evidence” of having completed the learning outcomes (e.g., reference log, cataloging records, web pages, database designs, etc.). The Learning Outcomes Agreement guides the entire fieldwork experience much like a syllabus outlines and guides a college course.*
- *The LOA should also reflect the iSchool’s commitment to diversity, social justice, and equity. Indicate in your learning outcomes how what you will be doing ties in with these important issues.*

Student Name: Chloe Bryant
Student Email: ---
Student Telephone: ---
Host Site Institution: Eckstein Middle School
Supervisor/Mentor Name: Erin Sterling, Lead Librarian
Supervisor/Mentor Mailing Address (include city, state, and zip): ---
Supervisor/Mentor Email: ---
Number of LIS 590 Credits Registered for: 1
Fieldwork Start Date: 3/28/22
Fieldwork Approximate End Date: 6/10/22

Using the chart below, please indicate the following:

- **Learning Outcomes:** List and describe (in as much detail as possible) three to five primary learning outcomes for the fieldwork experience.
- **Project/Task Description:** Describe the fieldwork projects or tasks (in as much detail as possible) that relate to each learning objective.
- **Evidence/Criteria for Evaluation:** For each learning objective, describe how student performance will be evaluated in terms of evidence (e.g. observation, product, report) and criteria (e.g. quality, number of hours).
- **iSchool Values:** Indicate as appropriate (i.e. either in outcomes, tasks, or evidence/criteria) how the work reflects the iSchool’s commitment to promoting diversity, social justice, and equity.

	Learning Outcomes	Project/Task Description	Evidence/Criteria for Evaluation
1	To learn how the school library is managed and what the job of a teacher-librarian is in a middle school.	The overall tasks for this will be to shadow the current lead librarian, take on daily tasks while on campus, interact with students and help them with their learning needs. This outcome may also include materials ordering, scheduling, and interacting with teachers and their learning blocks.	Weekly reflections on the experience of working in a school library and creating a library collection in a middle school setting.
2	Understand the technology that schools use specific to library cataloging, collection, and databases for student use.	Learn and interface with media resources such as the Follett/Destiny programs for book inventory, cataloging, circulation, and student/teacher databases.	Ability to run specific reports, enter and delete books from the system, demonstrated understanding of book circulation and collection statistics through a blog post/weekly reflection on using the databases in a practical setting for the purpose of curating a collection.
3	Learning how to weed, re-shelve, and re-organize a library collection, especially non-fiction. Other sections may also be assigned as needed or time permits.	Continue weeding and re-organizing the non-fiction section (started by a previous DFW student) to be functional and useful to students and teachers, along with learning general library organization and creating a functional, up-to-date collection that allows readers to find accurate information quickly.	Before and after pictures of weeded and re-organized sections, along with lists of weeded books and new signage created for the non-fiction section.

4	To learn how to provide both live and passive reader's advisory in a school setting.	Creating reader's advisory tools for students to browse at their own pace, such as bookmarks, reading lists, and booktalks on various subjects, themes, and social issues.	Two recorded booktalks, at least two reading lists for various ages, reading interests, and/or "read-a likes," and at least four printable and distributable bookmarks for various genres or reading interests, along with one blog post/ weekly reflection on performing live reader's advisory (if applicable and the opportunity arises during the quarter), alternatively, one weekly reflection on the process of creating these resources.
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