

**CONTRACT NAME: MEMORANDUM OF UNDERSTANDING BETWEEN  
UNIVERSITY OF NORTH TEXAS-PERSONNEL SERVICES AND DAVIS JOINT  
UNIFIED SCHOOL DISTRICT**

**BRIEF DESCRIPTION OF CONTRACT:** This Memorandum of Understanding provides social service experience placements in DJUSD to students enrolled in an undergraduate, education credential, and / or master's programs through University of North Texas. The term of this contract is from July 1, 2019 to June 30, 2021.

**FISCAL IMPACT:** There is no financial impact to the district.

## Memorandum of Understanding (MOU)

### Agreement for Clinical Experiences

University of North Texas

College of Information

Information Science Department

2019

#### ***School Librarian MOU***

The purpose of this agreement is to outline relevant policies and procedures for the University of North Texas School Library Certification program working in accord with K-12 schools to provide internship experiences for University of North Texas school library students in the Davis Joint Unified Independent School District.

#### **Intern Responsibilities**

Each intern will:

- Choose a mentor while taking the first course in the school library certification program
- Complete the necessary paperwork to have their chosen mentor approved, if needed.
- If the mentor is not already on the approved mentor list, the intern will submit paperwork through a form on the department's website: <https://informationscience.unt.edu/request-school-library-certification-mentor>
- Work under the guidance of their mentor for 160 clock hours during the course of their studies.
- Work with their mentor to complete the [Proficiency Checklist](#). (A copy of the Proficiency Checklist is included at the end of this MOU).
- Record their practicum hours and activities (date, time, activity) in a Mentor Timesheet. See the following link for examples: <https://informationscience.unt.edu/files/untschoollibrarianmentortimesheetversion1xlsx>
- Be supervised during coursework by field supervisors employed by the University of North Texas. Two of the observations will be through a video recorded lessons completed by the intern. The final observation will be completed through a face to face interview with a Practicum coordinator employed by the University of North Texas.
- Spend time in multiple school levels, elementary school, middle school, or high school. Interns may choose the 70/30 ratio or the 60/20/20 ratio. For the 70/30 ration, interns would spend 70% of their 160 hours (or 112 hours) collecting intern hours at one level. The other 30% of the

160 hours (or 48 hours) would need to be completed at a different school level. For this formula, middle school and high school both count as the secondary level. The other ratio is 60/20/20. If the intern chooses this option, they will complete 60% of the 160 hours (or 96 hours) at one level (elementary, middle, high school), 20% of the 160 hours (or 32 hours) at a different level, and 20% of the 160 hours (or 32 hours) at a third level. For example, a high school teacher might choose the 70/30 formula. In that case, they might complete 112 hours at the high school in which they teach and the other 48 hours at an elementary school in their district. **NOTE: It is acceptable to collect hours at a school where the mentor is not located but the intern should be always working under the guidance of the mentor so that the mentor can sign off on activities that may occur when the mentor is not present.**

- Be allowed to use up to 20 clock hours towards meeting the 160 hours by attending conferences like the Texas Library Association (TLA) or American Library Association (ALA) conference. The sessions can be documented in the Proficiency Checklist and should be approved by the mentor.
- Complete the 160 hour practicum experience in order to graduate with a Master's degree or to receive certification as a school librarian.
- Complete an ePortfolio of experiences that occur during the course of studies at UNT. This task will begin in the first course taken and will be completed during the INFO 5090 Practicum course which is the last course students take.
- Take and pass a practice exam in INFO 5340. This exam is to help the student prepare for the Texas state certification exam.
- Pass the TExES school certification exam (for students who live in Texas and plan to be school librarians in Texas). Students cannot pass the INFO 5090 Practicum course or graduate from the MLIS program until the TExES exam has been passed.

**In addition, interns are expected to exhibit professional dispositions and behaviors, actively participate in school district and university professional development opportunities as appropriate, and demonstrate commitment to professional goals as stated in the university's [Conceptual Framework](#).**

### **Mentor Responsibilities**

Mentors are expected to meet the following minimum requirements:

- Be currently working as a school librarian

- Be appropriately certified through the state board of educator certification
- Have at least 3 years of experience as a school librarian

Each mentor will:

- Help to develop initial training for interns
- Become familiar with the Proficiencies Checklist and work with their intern to provide the opportunity to experience the wide range of activities as described in the checklist.
- Model effective teaching and librarian skills for interns
- Provide opportunities for interns to teach lessons, both those to be observed by university personnel and others
- Assist interns in reflecting on their experiences and thinking critically to strive to improve all practices
- Conference with the intern regularly to assess the intern's performance, reinforce and encourage the intern's strengths, and offer guidance and suggestions to improve as needed.

#### **Field Supervisor Responsibilities**

Field supervisors will:

- Work to help interns reflect upon and assess their learning and the application of that learning by assessing lesson plans developed by the intern, watching the intern present school library related lessons with students, provide feedback to the intern on the lesson plan and the lesson, and participating in a reflective coaching experience to help the intern reflect on their own teaching in order to assess strengths and areas to strive for improvement.

**\*NOTE: The video observations will be stored in a secure storage system owned by the University of North Texas. The only people with access to the system will be the course professor and the field supervisors.**

Reviewed and approved on \_\_\_\_\_.

Reviewed and approved on \_\_\_\_\_.



Tricia Kuon, Ph.D., Practicum Coordinator

\_\_\_\_\_  
School District Representative

Bruce E. Colby  
Chief Business Officer

# Proficiency Checklist

ALA/ AASL Standard	Circle Pass or Fail for each Proficiency Standard		Core Course Correlation	Elective Course Correlation	Date Completed	Observed/ Documented
<b>Standard 1: Teaching for Learning</b> <ul style="list-style-type: none"> <li>Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information.</li> <li>Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.</li> </ul>	Pass <input type="checkbox"/>	Fail <input type="checkbox"/>	INFO 5050	INFO 5347 INFO 5760		Observed <input type="checkbox"/>  Documented <input type="checkbox"/>
<u>1.1 Knowledge of learners and learning</u> <ul style="list-style-type: none"> <li>Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.</li> <li>Candidates assess learner needs and design instruction that reflects educational best practice.</li> <li>Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.</li> <li>Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.</li> </ul>	Pass <input type="checkbox"/>	Fail <input type="checkbox"/>	INFO 5050	INFO 5347 INFO 5760		Observed <input type="checkbox"/>  Documented <input type="checkbox"/>
<u>1.2 Effective and knowledgeable teacher</u> <ul style="list-style-type: none"> <li>Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning.</li> <li>Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators.</li> <li>Candidates can document and communicate the impact of collaborative instruction on student achievement.</li> </ul>	Pass <input type="checkbox"/>	Fail <input type="checkbox"/>	INFO 5340	INFO 5347 INFO 5760		Observed <input type="checkbox"/>  Documented <input type="checkbox"/>

<p><b>1.3 Instructional partner</b></p> <ul style="list-style-type: none"> <li>• Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators.</li> <li>• Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5340 INFO 5001</p>	<p>INFO 5347 INFO 5760</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>1.4 Integration of twenty-first century skills and learning standards</b></p> <ul style="list-style-type: none"> <li>• Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community.</li> <li>• Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL <i>Standards for the 21st-Century Learner</i> and state student curriculum standards.</li> <li>• Candidates employ strategies to integrate multiple literacies with content curriculum.</li> <li>• Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5340</p>	<p>INFO 5347 INFO 5760</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>Standard 2: Literacy and Reading</b></p> <ul style="list-style-type: none"> <li>• Candidates promote reading for learning, personal growth, and enjoyment.</li> <li>• Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning.</li> <li>• Candidates use a variety of strategies to reinforce classroom-reading instruction to address the diverse needs and interests of all readers.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5420</p>	<p>INFO 5760 INFO 5425</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>2.1 Literature</b></p> <ul style="list-style-type: none"> <li>• Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5420</p>	<p>INFO 5425 INFO 5760</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>2.2 Reading promotion</b></p> <ul style="list-style-type: none"> <li>• Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5420</p>			<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>2.3 Respect for diversity</b></p>	<p>Pass</p>	<p>Fail</p>	<p>INFO 5208 INFO 5405</p>	<p>INFO 5425 INFO 5760</p>		<p>Observed <input type="checkbox"/></p>

<ul style="list-style-type: none"> <li>Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>				Documented <input type="checkbox"/>
<b>2.4 Literacy strategies</b> <ul style="list-style-type: none"> <li>Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.</li> </ul>	Pass <input type="checkbox"/>	Fail <input type="checkbox"/>	INFO 5050 INFO 5420	INFO 5425		Observed <input type="checkbox"/> Documented
<b>Standard 3: Information and Knowledge</b> <ul style="list-style-type: none"> <li>Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources.</li> <li>Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community.</li> <li>Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.</li> </ul>	Pass <input type="checkbox"/>	Fail <input type="checkbox"/>	INFO 5208 INFO 5001 INFO 5050 INFO 5345	INFO 5347 INFO 5760		Observed <input type="checkbox"/> Documented <input type="checkbox"/>
<b>3.1 Efficient and ethical information-seeking behavior</b> <ul style="list-style-type: none"> <li>Candidates identify and provide support for diverse student information needs.</li> <li>Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.</li> <li>Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.</li> </ul>	Pass <input type="checkbox"/>	Fail <input type="checkbox"/>	INFO 5208 INFO 5050 INFO 5340	INFO 5347 INFO 5760		Observed <input type="checkbox"/> Documented <input type="checkbox"/>
<b>3.2 Access to information</b> <ul style="list-style-type: none"> <li>Candidates support flexible, open access for library services.</li> <li>Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.</li> <li>Candidates facilitate access to information in print, non-print, and digital formats.</li> <li>Candidates model and communicate the legal and ethical codes of the profession.</li> </ul>	Pass <input type="checkbox"/>	Fail <input type="checkbox"/>	INFO 5001 INFO 5208	INFO 5347 INFO 5760		Observed <input type="checkbox"/> Documented <input type="checkbox"/>
<b>3.3 Information technology</b> <ul style="list-style-type: none"> <li>Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.</li> <li>Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.</li> </ul>	Pass <input type="checkbox"/>	Fail <input type="checkbox"/>	INFO 5208 INFO 5720	INFO 5347		Observed <input type="checkbox"/> Documented <input type="checkbox"/>

<p><b>3.4 Research and knowledge creation</b></p> <ul style="list-style-type: none"> <li>• Candidates use evidence-based, action research to collect data.</li> <li>• Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5050 INFO 5345</p>	<p>INFO 5347</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>Standard 4: Advocacy and Leadership</b></p> <ul style="list-style-type: none"> <li>• Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community.</li> <li>• Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators.</li> <li>• Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5001 INFO 5050 INFO 5340</p>	<p>INFO 5347</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>4.1. Networking with the library community</b></p> <ul style="list-style-type: none"> <li>• Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.</li> <li>• Candidates participate and collaborate as members of a social and intellectual network of learners.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5001</p>	<p>INFO 5347</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>4.2 Professional development</b></p> <ul style="list-style-type: none"> <li>• Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.</li> <li>• Candidates plan for ongoing professional growth.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5001</p>	<p>INFO 5347</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>4.3 Leadership</b></p> <ul style="list-style-type: none"> <li>• Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5001 INFO 5050 INFO 5405</p>	<p>INFO 5347</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>4.4 Advocacy</b></p> <ul style="list-style-type: none"> <li>• Candidates identify stakeholders within and outside the school community who impact the school library program.</li> <li>• Candidates develop a plan to advocate for school library and information programs, resources, and services.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5001 INFO 5050</p>	<p>INFO 5347</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>

<p><b>Standard 5: Program Management and Administration</b></p> <ul style="list-style-type: none"> <li>Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5050 INFO 5405</p>	<p>INFO 5347</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>5.1 Collections</b></p> <ul style="list-style-type: none"> <li>Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators.</li> <li>Candidates organize school library collections according to current library cataloging and classification principles and standards.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5405</p>			<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>5.2 Professional Ethics</b></p> <ul style="list-style-type: none"> <li>Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility.</li> <li>Candidates educate the school community on the ethical use of information and ideas.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5405</p>	<p>INFO 5347</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>5.3 Personnel, Funding, and Facilities</b></p> <ul style="list-style-type: none"> <li>Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources.</li> <li>Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users.</li> <li>Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5050 INFO 5405</p>			<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>
<p><b>5.4 Strategic Planning and Assessment</b></p> <ul style="list-style-type: none"> <li>Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.</li> <li>Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.</li> </ul>	<p>Pass <input type="checkbox"/></p>	<p>Fail <input type="checkbox"/></p>	<p>INFO 5050 INFO 5208 INFO 5405</p>	<p>INFO 5347</p>		<p>Observed <input type="checkbox"/></p> <p>Documented <input type="checkbox"/></p>

**Core Course Listing Key:**

INFO 5001 School Librarianship

INFO 5720 Instructional Materials Production and Use

INFO 5208 Learning Resources Organization and Media

INFO 5405 Advanced Information Resources Development

INFO 5420 Literature for Youth

INFO 5050 Trends and Practices in School Libraries

INFO 5340 Learning Resource Centers and Services

INFO 5090 Practicum

INFO 5345 Library Operation and Policy Development

**Elective Course Listing Key:**

INFO 5347 Digital Citizenship

INFO 5425 Trends in Children's and Young Adult Literature

INFO 5760 Multicultural Literature for Children and Youth

**Students Name:**

**Mentors Name:**

**Mentors Signature:**

Indemnification Addendum

Insofar as permitted by law, Davis Joint Unified School District (DJUSD) shall assume the defense and hold harmless University of North Texas and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of DJUSD, its officers, agents or employees, arising out of its performance under the terms of this agreement.

Insofar as permitted by law, University of North Texas shall assume the defense and hold harmless DJUSD and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of University of North Texas, its officers, agents or employees, arising out of their performance under the terms of this agreement.

Davis Joint Unified School District

University of North Texas

\_\_\_\_\_  
By:  
Bruce E. Colby  
Chief Business Office

\_\_\_\_\_  
  
By:  
Tricia Kuon, Ph.D.  
Practicum Coordinator

Date: \_\_\_\_\_

Date: 3/25/2019 \_\_\_\_\_