Field Study: Stonewall Jackson Senior High School
Alex Kerber; Supervisors Mrs. Ardella Held & Ms. Megan Link

Standard 1: Teaching for Learning
Candidates are effective teachers who demonstrate knowledge of learners and learning.

Information Literacy instruction is scaffolded throughout the four-year curriculum. 9th grade students receive a general introduction to the library's policies and how to locate print items. 10th grade students learn to use databases. I created a call-number location activity for the 9th grade students and taught several of the 10th grade classes using the lesson plan developed by the library staff.

Standard 2: Literacy and Reading
Candidates promote reading for learning, personal growth, and enjoyment.

The special education teacher asked me if I could prepare bi-weekly story programs for her class. Using their curriculum, I created reading programs incorporating pre- and post- reading activities around several books. Some of our topics were Columbus Day, Presidents' Day, Independence Day, and Oceans. Working with this group proved to be quite challenging as there was a wide range of ability and interest each time the class came to the library.

Standard 3: Information and Knowledge
Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources.

The 11th grade Information Literacy curriculum focuses on the writing of a research paper about a current topic. To improve the instruction, we created a survey to collect data on the use of available resources. We are in the process of evaluating that data for collection and curriculum development.

Standard 4: Advocacy and Leadership
Candidates advocate for dynamic school library programs and positive learning environments

In the school setting, the best advocates for the library program are the students and teachers. In the SJHS program, this advocacy is demonstrated through partnerships with classroom teachers integrating library lessons into content lessons. We also demonstrated partnerships with the learning community by creating resource collections for a history class studying World War I and for an English learners' class reading current fiction bestsellers.