

Valdosta State University
College Of Education
Department of Curriculum and Instructional Technology
ITED 7299 Internship in Media Center Administration
Three (3) Semester Hours

Required Textbooks

American Association of School Librarians and Association for Educational Communications and Technology (1998) *Information Power: Building partnerships for learning*. Chicago: American Library Association.
ISBN: 0-8389-3470-6

Repman, J. and Dickinson, G. K. (2007). *School library management* (6th ed.). Columbus, OH: Linworth.
ISBN: 1-58683-296-4

Course Description

Prerequisite: Approval of advisor. Study and practice in administering an educational media center. Includes planning, coordinating, supervising, budgeting, and evaluating center services and programs.

Instructor

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Department of Curriculum, Leadership, and Technology (CLT)
Office Hours: TBA

College of Education Conceptual Framework Standards (CFS)

- I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

Department of Curriculum and Instructional Technology Program Standards

The Department of Curriculum, Leadership and Technology (CLT) recognizes the College of Education Conceptual Framework Standards as a guide to the education of teachers as they seek certification. CLT serves some students who are teachers, but many students who are media specialists, technology supervisors and general trainers. Only a small proportion of our students seek certification and those students do so in an area that is governed by standards that are published by the American Association of School Librarians (AASL) and approved by NCATE. The departmental programs are designed to align with the standards published by the Association for Educational Communications and Technology (AECT), which are also NCATE approved.

ITED 7299 Internship in Media Center Administration is an area of specialization course taken by all students who seek a degree in Instructional Technology—Library Media Option, and by students in partial fulfillment of individualized certification plans for recommendation to the Georgia Professional Standards Commission for Media Specialist certification. This syllabus contains the AASL Standards, upon which the M.Ed. Instructional Technology – Library Media Option is based, with cross-references to the College of Education CFS.

American Association of School Librarians (AASL) Standards

STANDARD 1—USE OF INFORMATION AND IDEAS: School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services. (CFS III)

STANDARD 2—TEACHING AND LEARNING: School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning. (CFS II)

STANDARD 3—COLLABORATION AND LEADERSHIP: School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional

growth of teachers and other educators, and model the efficient and effective use of information and ideas. (CFS VI)

STANDARD 4—PROGRAM ADMINISTRATION: School library media candidates administer the library media program in order to support the mission of the school and according to the principles of best practice in library science and program administration. (CFS I, IV)

Course Objectives

The student will:

- 1) encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information.
- 2) apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community.
- 3) promote efficient and ethical information-seeking behavior as part of the school library media program and its services.
- 4) model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content.
- 5) partner with other educational professionals to develop and deliver an integrated information skills curriculum.
- 6) design and implement instruction that engages students' interests, passions, and needs which drive their learning.
- 7) provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students' learning and achievement.
- 8) encourage the personal and professional growth of teachers and other educators.
- 9) Model the efficient and effective use of information and ideas.
- 10) Administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

Course Activities / Assignments / Requirements

Additional information and all forms concerning the internship can be found on the department website <http://education.valdosta.edu/info/cait/> under "M.Ed. Resources" and "Library Media Internship Guidelines." The Internship Portfolio is

located in LiveText and will be “shared” with students on the first day of class.

A. Individual on-site fieldwork

Each Library Media Intern must work a minimum of 100 hours in school media centers at the three school levels (elementary, middle, and secondary). Your hours will be documented on the Fieldwork Log form available on the department website. For specific details, see Individual Fieldwork Guidelines on the department website.

Fieldwork must be completed under the mentorship of qualified and approved media specialists. A list of approved Field Mentors is available on the departmental website. Study the internship course requirements and determine which mentors might be best to help you accomplish your goals. Send via email to the CLT office the names of your selected mentors for approval. If you wish to work with someone who is not on the list, you must provide a justification for consideration of an alternate mentor. Send this in memo format to the University Supervisor. Include the requested mentor’s name, school address, school phone, email address, professional education, years of experience, and mentoring qualifications. You will be notified when your mentors are approved. At that time, you should provide them with the Field Mentor packets and complete your contract with each. (See Item C below.)

Your performance will be evaluated by your Field Mentors and the University Supervisor. Field Mentors will rate your knowledge/skills and dispositions listed on the Intern Performance Appraisal form. Ratings are based on observation of congruency between contracted fieldwork descriptions and actual fieldwork performance and they include Excellent (accomplished at the level of a professional media specialist), Satisfactory (accomplished at the level of a beginning media specialist), and Unsatisfactory (accomplished at a level not appropriate for a beginning media specialist, accomplished partially, or not accomplished). The University Supervisor will assess your documentation, compile the Field Mentors’ appraisals, and assign a final grade of Satisfactory/Unsatisfactory (S/U). To receive a grade of Satisfactory, the University Supervisor must rate your performance as Satisfactory or better in each criteria/indicator.

B. Group seminars/Individual visits

Group seminars are meetings held periodically throughout the internship to allow interaction among interns, to discuss pertinent issues, and to provide coaching or advice if necessary. There will be a minimum of 4 group seminars scheduled throughout the semester. Seminars will include onsite visits to school media centers in the region as well as virtual field trips via LiveClassroom. The University Supervisor will schedule individual onsite visits to observe you, to meet with your Field Mentor, and to determine how you are progressing. Additional individual sessions will be planned as needed.

C. Contract

Activities and products to be completed during your on-site fieldwork (see A. above) are specified in an internship contract developed by you and your approved Field Mentors prior to internship. The contract includes the kind and scope of work to be performed, expected outcomes, timelines and deadlines, and contact information. This contract must be approved by the University Supervisor and Field Mentors before the internship begins.

Upon the University Supervisor's approval of your choice of mentors, meet with each to create your contract. Using the 7299 Internship Fieldwork Contract Template and Internship Fieldwork Categories and Activities document, specify activities and products in each category which will be done at each center. You will recognize that these documents are based on *Information Power* and AASL standards which you may want to use as additional references for contract completion. You may develop one overall contract or one for each school level. Overall, you must have at least one activity in each category and standard. Your mentors will indicate their approval by writing their signature beside each activity they will supervise. Send the completed contract to the University Supervisor for approval. You must bring all completed and signed contracts to the first group seminar. You may begin your field work when your contract is approved.

D. Midterm and final reflective reports

Your midterm report is a reflective description of your progress in completing your internship activities and products. It gives your perception of the adequacy of your efforts, the areas of your performance that are your strengths and those in need of improvement, and what you are learning. Your final report is a summative evaluation of the successful completion of activities and products specified in the contract, as well as reflection on the experience. All written work must be: 1) documented in APA format, 5th ed.; 2) a minimum of two pages, double-spaced; and 3) printed in Arial or Times New Roman font, size 12. Due dates will be announced at the first group seminar.

E. Portfolio

Your Internship Portfolio is a compilation of specified and selected documents to support your performance of internship requirements. Specified items include: list of your mentors with school and email addresses, a copy of your approved contract, documentation/artifacts of completed activities and products, time logs, and midterm and final reflective reports. You may select other items for inclusion. The portfolio is organized and presented within the framework provided in LiveText.

Course Evaluation

Professional ethics, behavior, and quality are expected in all products and performances. The final grade of Satisfactory/Unsatisfactory is assigned by the university supervisor with input from field mentors and is based on student performance of the specified internship requirements.

Attendance Policy

Attendance is required. Absences must have prior approval from the university supervisor and field mentor. Because students are being prepared to accept professional responsibilities, attendance requirements are viewed as critical to developing professionalism.

Policy Statement on Plagiarism and Cheating

The full text of this policy is available on the Dewar College of Education website: <http://education.valdosta.edu/>. The following penalties will be enforced, as stated in the Policy:

First Offense: The student will earn a "0" on the assignment, test, project, etc.

Second Offense: The student will earn the letter grade "F" for the course.

Third Offense: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations.

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office located in room 1115 Nevins Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).