

**Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**ITED 8299
Internship School Media Center
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

American Association of School Librarians (AASL) Standards

Standard 1: Teaching for Learning

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. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

1.1 Knowledge of learners and learning

Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning; assess learner needs and design instruction that reflects educational best practice; 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; base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

1.2 Effective and knowledgeable teacher

Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning; 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; can document and communicate the impact of collaborative instruction on student achievement.

1.3 Instructional partner

Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators; 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.

1.4 Integration of twenty-first century skills and learning standards

Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community; demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL *Standards for the 21st-Century Learner* and state student curriculum standards; employ strategies to integrate multiple literacies with content curriculum; 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.

Standard 2: Literacy and Reading

Candidates promote reading for learning, personal growth, and enjoyment. 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. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

2.1 Literature

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.

2.2 Reading promotion

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.

2.3 Respect for diversity

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.

2.4 Literacy strategies

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.

Standard 3: Information and Knowledge

Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

3.1 Efficient and ethical information-seeking behavior

Candidates identify and provide support for diverse student information needs; model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes; collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

3.2 Access to information

Candidates support flexible, open access for library services; demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services; facilitate access to information in print, non-print, and digital formats; model and communicate the legal and ethical codes of the profession.

3.3 Information technology

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; 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.

3.4 Research and knowledge creation

Candidates use evidence-based, action research to collect data; interpret and use data to create and share new knowledge to improve practice in school libraries.

Standard 4: Advocacy and Leadership

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. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

4.1 Networking with the library community

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; participate and collaborate as members of a social and intellectual network of learners.

4.2 Professional development

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; plan for ongoing professional growth.

4.3 Leadership

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.

4.4 Advocacy

Candidates identify stakeholders within and outside the school community who impact the school library program; develop a plan to advocate for school library and information programs, resources, and services.

Standard 5: Program Management and Administration

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.

5.1 Collections

Candidates evaluate, manage and organize school library print, non-print and digital collections to support the school's mission of teaching and learning

5.2 Professional Ethics

Candidates base professional and program decisions on current standards and the ethical codes and principles of education and information professions

5.3 Personnel, Funding, and Facilities

Candidates develop, manage and organize library collections, policies and procedures to ensure open access to school library resources and services

5.4 Strategic Planning and Assessment

Candidates use data and information to evaluate and communicate how the school library program meets the needs of diverse P-12 student communities

American Library Association [ALA] & American Association of School Librarians [AASL]. (2010). *ALA/AASL Standards for initial preparation of school librarians*. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf

The Curriculum and Instructional Technology (C & IT) programs serve some who are teachers; some who are media specialists, technology supervisors, and trainers; and some who are not affiliated with P-12 education learning environments. Candidates in the program who aspire to be media specialists and seek certification follow program requirements that are aligned with standards that are published by the American Association of School Librarians (AASL). Candidates in the program who seek certification in instructional technology and those who seek an advanced degree in instructional technology follow program requirements that are aligned with standards that were published by the Georgia Professional Standards Commission (GA PSC) in 2011 for the field of Instructional Technology.

This syllabus contains alignment of course objectives and course activities/requirements to the AASL Standards.

COURSE DESCRIPTION

Supervised field experience in administering P-12 school media centers.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Online readings from American Association of School Librarians, <http://www.ala.org/aasl>

Additional instructor identified readings and resources provided in course learning module Student identified readings and resources

Required Technology: This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

COURSE OBJECTIVES

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information; candidates participate in discussions and professional literature designed to inform and develop greater understanding of diverse student needs within the educational setting. (AASL 2010: 1.1, 2.1, 2.2, 2.3, 2.4, 5.1; Themes: [Reflective Response to Readings, Portfolio elements, Demographic chart(portfolio)] O-FL 3.1, O-DL 3.1, O-CPL 2.2)
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. (AASL 2010: 3.2, 3.3, 1.4, 5.4; Themes: [Reflective Response to Readings, Portfolio elements] O-CPL 2.2, O-FL 3.1, O-TL 2.1)
3. Promote efficient and ethical information-seeking behavior as part of the school library media program and its services. (AASL 2010: 1.4, 3.1, 3.3, 5.2; Themes: [Reflective Response to Readings, Portfolio elements] O-CPL 2.2, O-FL 3.1, O-TL 2.1 , O-EDL 3.1)
4. Model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. (AASL 2010: 1.2, 1.3, 1.4, 5.4; Themes: [Reflective Response to Readings, Portfolio elements] O-CPL 2.2, O-FL 3.1, O-EDL 3.1)
5. Partner with other educational professionals to develop and deliver an integrated information skills curriculum. (AASL 2010: 1.2, 1.3, 1.4, 4.1; Themes: [Reflective Response to Readings, Portfolio elements] O-CPL 2.2, O-FL 3.1, O-AL 2.1)
6. Design and implement instruction that engages students' interests, passions, and needs which drive their learning. (AASL 2010: 1.1, 1.2, 1.3, 1.4; Themes: [Reflective Response to Readings, Portfolio elements, Demographic chart (portfolio)] O-DL 3, O-FL 3.1, O-CPL 2.2, O-TL 2.1)
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. (AASL 2010: 3.4, 4.1, 4.3, 4.4, 5.4; Themes: [Reflective Response to Readings, Portfolio elements] O-FL 3.1, O-CPL 2.2)
8. Encourage the personal and professional growth of teachers and other educators. (AASL 2010: 4.1, 4.2, 4.3; Themes: [Reflective Response to Readings, Portfolio elements] O-CPL 2.2, O-FL 3.1, O-EDL 3.1)
9. Model the efficient and effective use of information and ideas. (AASL 2010: 1.4, 3.1, 3.3; Themes: [Reflective Response to Readings, Portfolio elements] O-CPL 2.2, O-FL 3.1, O-EDL 3.1, O-TL 2.1)
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. (AASL 2010: 1.4, 3.4, 4.4, 5.1, 5.2, 5.3, 5.4; Themes: [Reflective Response to Readings, Portfolio elements] O-CPL 2.2, O-FL 3.1, O-EDL 3.1)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below (more detailed descriptions of each Course Evaluation can be found on the course website). These activities include: onsite fieldwork in library settings (objectives 1-10); online class meetings and discussions (Objectives 1, 5, 7, 8); writing reflective responses and captions (Objectives 1-10).

COURSE EVALUATION

A. Individual on-site fieldwork

Each Library Media Intern must document a minimum of 100 hours completed during the internship semester at the three school levels (elementary, middle, and secondary). Partial credit for the 100 hours may be obtained through offsite work (up to 5 hours per level) and as well as the required Virtual field trips (up to 5 hours per level) and professional development or conference attendance (up to 10 hours). Your hours will be documented on the Fieldwork Log form available from the course materials. Fieldwork must be completed under the mentorship of experienced and certified media specialists.

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. Synchronous meetings /Individual visits / Virtual field trips

Synchronous group meetings are 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 at least 3 scheduled synchronous meetings. Dates will be posted on the course website/calendar. The University Supervisor will schedule individual visits to meet you, talk with your Field Mentor, and to determine how you are progressing. (Individual meetings may be conducted online through Blazeview or other online conferencing tool). Additional individual sessions may be planned as needed.

C. **Virtual field trips and synchronous sessions:** 1. Must view/ respond to all virtual field trips; 2. Must attend all synchronous sessions; 3. Must be approved for any absence from the synchronous sessions, and the session must be made-up within ten (10) business days in order to use the substitute assignment.

D. **Assignment to substitute for missed synchronous class meeting** (with exception of the final synchronous meeting): Select a media center and media specialist not on the intern's mentor list. Write a set of interview questions on the topic covered in the current module. (Additional questions of general interest can also be included. Visit the site and interview the media specialist. Write a summary and reflection of the interview and submit by email to the University supervisor. The deadline for submission of the alternate assignment is ten (10) business days after the regularly scheduled synchronous class meeting.

E. Contract Activities and products

Contract Activities and products to be completed during your on-site fieldwork are specified in an internship contract developed by you and your approved Field Mentors prior to beginning the internship onsite work. 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 approved placement by the Office of Field Placement, the intern should meet with each mentor to develop the 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. The Contract document is based on the 2010 AASL standards. 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. You must meet with your mentors to develop the contract proposal. Send the proposed contract to the University supervisor for review and approval. Once the proposed contract has been approved by the University supervisor, obtain the mentors' signatures as an indication of their approval for each activity they will supervise. The internship contract should be completed prior to the first class meeting of the term. You may begin your field work when your contract has final approval from the University supervisor. In the LiveText Portfolio you must include the following:

- Contract (Final approved version complete with signatures prior to beginning documented hours)
- Mentor List with addresses/ contact information (Provide mentors with mentor packet -- download from website)

Demographic Chart for Mentors and Student Learning Activity: Must include demographic information for mentors/school sites and instructional materials for learning activity as well as description/demographics for students, differentiation included in instruction **O-DL_{3a}**. *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

- Resume for intern
- Time Sheet Log (at completion of internship, signed by supervising mentors)
- Captions that address each standard and report on each completed contract activity
- Documentation for each completed contract activity, should be sufficient in quality and quantity for assessment of skills and professional development during the internship

F. Module assignments

- Read specified readings for each session and be prepared to discuss topics at synchronous meetings and on the class discussion board.
- Post reflective summary and responses to discussion board by posted due dates. Use appropriate and necessary documentation using APA format. Minimum of 2 paragraphs (quality counts) Font size 12, Arial or Times New Roman

Internship Portfolio: **O-FL_{3a}**. *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

G. The Internship Portfolio is a compilation of specified and selected documents to support your performance of internship requirements. Specified items include: educational philosophy, resume, documentation/artifacts with captions, time sheet/ logs, mentor list with addresses /email, contract for internship, all summaries/reflections, and one caption with supporting documentation per activity listed

on contract. Submit the portfolio using the LiveText template. The portfolio also includes a demographic/differentiation chart which must be completed. You may select other items for inclusion that provide evidence of your professional growth during the internship.

H. Final portfolio presentation (last synchronous meeting).

Interns will present one portfolio caption/project to the group using a PPT presentation or similar presentation tool (3-5 minutes) to showcase professional development during the internship.

Grading Scale

Quality is expected in all products and performances. A grade of Satisfactory or Unsatisfactory is assigned by the instructor.

PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

ACCESSIBILITY STATEMENT

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.