



**Field Experience Handbook
for M.Ed. and Certification Students
in School Library Media**

Department of Media and Instructional Technology
College of Education



School Library Media Field Experience Introductory Information

The University of West Georgia preparation program for School Library Media Specialists focuses on the development of applicable knowledge and skills that school library media specialists must possess for successful media programs that will positively impact school improvement. The field experiences involve students in PreK-12 settings that provide opportunities to learn how newly gained and refined knowledge, skills, and dispositions can be applied in school library media centers. Each of the school library media MEDT courses in the program incorporate field experiences that require students to apply specific aspects of each course. The field experience component of the program concludes with a semester long course (MEDT 6487) in which the students complete the development of their electronic portfolio documenting their course and field work.

Description of Field Experience

The field experience component of the school library media program is program long and has required field experiences incorporated into each of the following school library media MEDT courses:

Began program prior to Fall, 2007	Began program Fall, 2007 or afterward
Preferred Sequence	Preferred Sequence
MEDT 6461 Administration of School Library Media Center	MEDT 6461 Administration of School Library Media Center
MEDT 6465 Selection of Materials	MEDT 6465 Selection and Materials
MEDT 6466 The Media Program	MEDT 6466 The Media Program
MEDT 7461 Instructional Design	MEDT 7461 Instructional Design
MEDT 6464 Reference Sources & Services	MEDT 6464 Reference Sources & Services
MEDT 7465 Materials for Children and Young Adults	MEDT 6463 Cataloging
MEDT 6463 Technical Services	MEDT 6467 Technology for Media Services
MEDT 6467 Technology for Media Services	MEDT 6468 Automating School Media Centers
MEDT 6487 Practicum	MEDT 6487 Practicum

Students are expected to complete a minimum of 120 clock hours of field experiences during the program with a minimum of 10 clock hours per course. Each of these courses has embedded field experiences that students complete and record. In each of the courses there are specific field assignments as well as general day to day operational tasks.

In addition to the incorporated field experiences within each course, an electronic portfolio is completed in MEDT 6487 Practicum in Media, in which the students complete the documentation of their course and field experience work. Students are required to maintain the materials for this electronic portfolio as they progress through the courses. The proper completion and presentation of the electronic portfolio are necessary in order to complete the requirements of the program. A workshop is held as part of the Practicum course every semester to assist students in the development of the electronic portfolio.

MEDT Course Field Experience Process

Each school library media MEDT course includes 10 field experience hours incorporating course specific field experience activities (80 hours total for the program). General hours can also be completed during each course (40 hours total for the program). The following procedures are followed in each course.

1. A Field Experience Mentor Information Form must be maintained and submitted each semester on the date indicated on each course syllabus.
2. The Field Experience Time Log form must be maintained and submitted to the course professor as indicated on each course syllabus.
3. The Field Experience Reflection Form for each course must be submitted to the course professor as indicated on each course syllabus.
4. The Activities Checklist For Media Specialist Field Experience must be continuously maintained and initialed throughout the program.
5. All approved field experience documentation for each school library media MEDT course (15 hours) must be submitted to the course professor at the time designated by the professor. Final grades for the course will not be submitted until all field experience documentation has been submitted.
6. All students including those who are practicing media specialists must maintain the Activities Checklist For Media Specialist Field Experience; maintain and submit the Field Experience Time Log and the Field Experience Reflection Form for each course.
7. During Fall and Spring semesters the field experience activities must be completed in school library media centers where the media specialists hold a clear renewable Georgia certificate in school library media. The school library media instructors will be able to help students locate appropriate field experience sites.
8. During Summer semesters, the field experience activities are completed in a slightly different manner. There are some media centers that are open for student and teacher use during the summer. Those media centers may be willing to accept volunteer help. Instructors for the MEDT courses will have a list of media centers that are willing to have MEDT students in their media centers. ***Also, general course hours for courses taken during the summer may be acquired while taking other school library media MEDT courses during the semesters preceding the summer session.***
9. Students must complete at least four full days in public school media centers. These full days must be completed during Fall and Spring semesters. One full day must be spent working with the mentor. The other three full days must be spent at other levels and schools. School library media certification is PreK-12, therefore, students must spend time at all three levels: elementary, middle, and high school. Practicing media specialists must also spend four full days in other sites – two of the four days may be spent at the same level as the worksite. The other two days must be spent at levels other than the worksite.

ACTIVITIES CHECKLIST FOR MEDIA SPECIALIST FIELD EXPERIENCE

The following is an overview of the day-to-day tasks necessary to keep media centers operating. It is understood that not every media specialist carries out all of these tasks or carries them out while the course is in progress. Participate in as many as possible.

* **These activities must be experienced during the program.**

ALL SCHOOL LIBRARY MEDIA MEDT COURSES	Course	Semester
• Locate and review the Policies and Procedures Handbook and any Media Manuals for your school system		
• Examine the LMC collection in depth		
• Assist students in locating materials		
• Shelve materials		
• Check books in and out		
• Collect fines and issuing overdue notices		
Assist students with research needs		
Assist students with multimedia productions (PowerPoint, etc.)		

INSTRUCTION	Course	Semester
• Student instruction: Dewey Classification (developed in MEDT 6463)		
• Student instruction: Orientation (developed in MEDT 6467)		
• Student instruction: Information Literacy Skills		
• Student instruction: Reference skills (developed in MEDT 6464)		
• Teacher collaboration		
• Teacher professional development (developed in MEDT 6467 / 7461)		
• Examining QCC/GPS to assist teachers in planning instruction (MEDT 7461)		

MEDT 6461 ADMINISTRATION OF SCHOOL MEDIA CENTER	Semester	Initial
• Create/revise a media center floor plan		
Initiate interlibrary loan		
Reserve a collection		
Prepare gift records		
Attend meetings: PTO, Media Committee, Faculty, Conferences -- Specify:		

MEDT 6463 TECHNICAL SERVICES	Semester	Initial
• Assist with catalog and indexes		
• Catalog new materials		
• Assist students with locating information through OPAC		

MEDT 6464 REFERENCE SOURCES AND SERVICES	Semester	Initial
• Handle reference questions (for teachers and students)		
Perform bibliographic searching		

MEDT 6465 SELECTION AND MATERIALS	Semester	Initial
• Create newsletter/brochure, flyer		
• Prepare orders		
• Perform a collection analysis		
Circulate non-print materials		
Circulate media equipment		
Process and circulate serials		
Receive orders		
Repair books or other materials		

MEDT 6466 MEDIA PROGRAM	Semester	Initial
• Design bulletin board or display		
• Assist with reading promotions (booktalks, reader's theater, etc.)		
Assist in scheduling outside speakers		
Assist in organizing a book fair		
Design press release/photographing events for local or school paper		

MEDT 6467 TECHNOLOGY FOR MEDIA SERVICES	Semester	Initial
• Perform a network analysis		
• Assist students with technological needs		
Produce media productions (PowerPoint, video distribution, news broadcast, etc.)		
Work with/troubleshooting computers and other equipment		
Work with/troubleshooting network		
Work with/troubleshooting video equipment		
Install software updates		

MEDT 6468 AUTOMATING SCHOOL MEDIA CENTERS	Semester	Initial
• Process new materials		
• Mark new materials		
• Apply bar codes		
• Affix spine labels		
• Calculate circulation statistics		
• Maintain student records		
• Compile bibliographies		
• Assist students with locating information through OPAC and social networking sites		
Download MARC records from Internet		
Input MARC records into OPAC		
Generate other reports from the automated circulation system -- Specify:		

MEDT 7461 INSTRUCTIONAL DESIGN	Semester	Initial
• Examine a collection for materials that support GPS/QCC		
• Develop staff development / in-service training		

OTHER DUTIES PERFORMED (Please specify below):

The following pages include descriptions of the required field experience for each school library media MEDT course and the required forms for each course.

MEDT 6461 Administration of School Library Media Center

MEDT 6463 Cataloging (effective Summer 2008)

MEDT 6463 Technical Services (effective through Spring 2008)

MEDT 6464 Reference Sources & Services

MEDT 6465 Selection and Materials

MEDT 6466 The Media Program

MEDT 6467 Technology for Media Services (effective through Fall 2008)

MEDT 6467 Technology for Media Services (effective Fall 2008)

MEDT 6468 Automating School Media Centers

MEDT 7461 Instructional Design

Full Day in the Media Center Form

General Field Experience Hours Time Log

Field Experience Mentor Information Form

The following materials are current as of 1/2/08. The materials will be frequently updated and revised. You will always receive updated materials in each MEDT course.

SCHOOL LIBRARY MEDIA FIELD EXPERIENCE

Number and Title of Course: MEDT 6461 Administration of the School Media Center

Assignment Title: Interview/Research

Description of field assignment

Examine specific functions and policies of the School Library Media Program (SLMP) through interviewing a School Library Media Specialist (SLMS) or library media coordinator. Discuss budget development including funding issues, communication techniques with all stakeholders (student, faculty, parent, and community), facility planning, basic policies and procedures of administering the SLMP, current trends and issues including professional development and organizations, access to outside resources, cultural diversity and its impact on program development, copyright issues, and future goals. A clear understanding of these issues is essential in developing and administering a media program that will impact student achievement and lead to the development of lifelong readers.

Procedures and time allocation – 10 hours

- Consult a SLMS or media coordinator through interviews, surveys, or questionnaires about issues in media program administration (as stated in description of field assignment).
- Make on-site visits to examine policies and procedures in the day-to-day operation of the LMC (circulation, copyright, LMC reservation and use, etc.) for assistance in planning your media handbook sections.
- Discuss designing a floor plan of the existing LMC and make suggestions for improvements based on your discussion with the SLMS and readings on good LMC design.
- Discuss with the SLMS or Coordinator budget preparation for the SLMC for the media program for the upcoming year.
- Discuss current issues and personal professional development with the SLMS as you prepare your class debate.
- Use LM-NET and Georgia Media Listserv to explore these issues further and see how other SLMs administer their media programs.
- MEDT Field Experience Checklist:
 - Develop a floor plan
 - Initiate interlibrary loans
 - Reserve a collection
 - Prepare gift records
 - Attend meetings (PTO, Media Committee, Faculty, etc.)

Check list of additional general activities to be completed in the field – 5 hours

- Examine the LMC collection in-depth / Shelf reading
- Assist students in locating materials
- Shelve materials
- Check books in and out
- Collect fines and issue overdue notices
- Student instruction: Dewey Classification (developed in MEDT 6463)
- Student instruction: Orientation (developed in MEDT 6467)
- Student instruction: Information Literacy Skills
- Student instruction: Reference Skills (developed in MEDT 6464)
- Teacher collaboration
- Teacher professional development (developed in MEDT 7461)
- Examine GPS/QCC to assist teachers in planning instruction
- Assist students with research needs
- Assist students with multimedia productions

Suggestions of how to prepare for activities

- Contact a SLMS or Media Coordinator as soon as possible to set up times for interview and visit.
- Become familiar with course assignments so you can gather information while in the field.
- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

Required assignment documentation to be submitted for course

- Field Experience Mentor Information Form
- Field Experience Time Log
- Field Experience Reflection Form
 - Based on readings and surveying of listservs, how do other SLMPs differ in administration of the media program (i.e., circulation procedures, budget, issue of cultural diversity, access to information outside the LMC, etc.)?
 - Evidence of application of learnings into course assignments (floor plan, current issues debate, budget preparation).
 - The importance of developing a policies and procedures handbook that clearly defines aspects of the administration of the media program.
 - Brief description of two or three most significant learnings gained from field experience with statements of future applicability of what has been learned (reflection).

School Library Media Field Experience Time Log

MEDT 6461 Administration of School Library Media Center

Examine specific functions and policies of the School Library Media Program (SLMP) through interviewing a School Library Media Specialist (SLMS) or library media coordinator. Discuss budget development including funding issues, communication techniques with all stakeholders (student, faculty, parent, and community), facility planning, basic policies and procedures of administering the SLMP, current trends and issues including professional development and organizations, access to outside resources, cultural diversity and its impact on program development, copyright issues, and future goals. A clear understanding of these issues is essential in developing and administering a media program that will impact student achievement and lead to the development of lifelong readers.

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

Course Specific Activity	Field Experience Site	Media Specialist	Date	Amount of Time
Consult a SLMS or media coordinator through interviews, surveys, or questionnaires about issues in media program administration (as stated in description of field assignment).				
Make on-site visits to examine policies and procedures in the day-to-day operation of the LMC (circulation, copyright, LMC reservation and use, etc.) for assistance in planning your media handbook sections.				
Discuss designing a floor plan of the existing LMC and make suggestions for improvements based on your discussion with the SLMS and readings on good LMC design.				
Discuss with the SLMS or Coordinator budget preparation for the SLMC for the media program for the up-coming year.				
Discuss current issues and personal professional development with the SLMS as you prepare your class debate.				
Use LM-NET and Georgia Media Listserv to explore these issues further and see how other SLMS administer their media programs.				
Activities Checklist Items: <ul style="list-style-type: none"> • Initiate interlibrary loans • Reserve a collection • Prepare gift records • Attend meetings (PTO, Media Committee, Faculty, etc.) 				

School Library Media Field Experience Reflection Form MEDT 6461 Administration of School Library Media Center

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

For each of the Course Specific Field Experience Hours you need to describe each of the following activities for this course. In addition to your description you need to include your reflection on each of the activities.

Activity	Description and Reflection
Consult a SLMS or media coordinator through interviews, surveys, or questionnaires about issues in media program administration (as stated in description of field assignment).	
Make on-site visits to examine policies and procedures in the day-to-day operation of the LMC (circulation, copyright, LMC reservation and use, etc.) for assistance in planning your media handbook sections.	
Discuss designing a floor plan of the existing LMC and make suggestions for improvements based on your discussion with the SLMS and readings on good LMC design.	
Discuss with the SLMS or Coordinator budget preparation for the SLMC for the media program for the upcoming year.	
Discuss current issues and personal professional development with the SLMS as you prepare your class debate.	
Use LM-NET and Georgia Media Listserv to explore these issues further and see how other SLMS administer their media programs.	
Activities Checklist Items: <ul style="list-style-type: none"> • Initiate interlibrary loans • Reserve a collection • Prepare gift records • Attend meetings (PTO, Media Committee, Faculty, etc.) 	

Reflective Critique. Based on your field experiences, reflect on each of the following 3 issues in a brief narrative.

Issue	Narrative Reflection
Based on readings and surveying of listservs, how do other SLMPs differ in administration of the media program (i.e., circulation procedures, budget, issue of cultural diversity, access to information outside the LMC, etc.)?	
Evidence of application of learnings into course assignments (floor plan, current issues debate, budget preparation).	
The importance of developing a policies and procedures handbook that clearly defines aspects of the administration of the media program.	
Describe three Significant Learnings from Field Experience Activities	Describe the potential impact of these significant learnings on your future work as a media specialist.
1.	
2.	
3.	

SCHOOL LIBRARY MEDIA FIELD EXPERIENCE

Number and Title of Course: MEDT 6463 Cataloging (Beginning Summer, 2008)

Assignment Title: Cataloging / Processing Materials and Presentation of Dewey PowerPoint

Description of field assignment

Catalog and process materials in the school library media center. A variety of formats of materials should be cataloged. Some materials should receive original cataloging while other items may be cataloged through copy cataloging. Familiarity with the OPAC and social networking tools are essential and students should be assisted in accessing and locating materials through OPAC and online searches. Teaching use of the OPAC and selected social networking tools to select students and/or faculty should be a part of the field experience. The Dewey PowerPoint presentation should be presented to at least one class for instruction on the organization of materials and location of items in the media center.

Procedures and time allocation – 10 hours

- Locate a variety of materials in the media center that need to be cataloged.
- Catalog the items through original means or copy cataloging.
- Process the items so that they are shelf-ready.
- Assist students in location and access of materials, including use of social networking sites.
- Present the Dewey PowerPoint presentation to at least one class.
- MEDT Field Experience Checklist:
 - Assisting with catalog & indexes
 - Cataloging new materials
 - Assisting students with locating information through OPAC and social networking sites

Check list of additional activities to be completed in the field –5 hours

- Examine the LMC collection indepth
- Assist students in locating materials
- Shelve materials
- Check books in and out
- Collect fines and issue overdue notices
- Student instruction: Dewey Classification (developed in MEDT 6463)
- Student instruction: Orientation (developed in MEDT 6467)
- Student instruction: Information Literacy Skills (developed in MEDT 6466)
- Student instruction: Reference Skills (developed in MEDT 6464)
- Teacher collaboration
- Teacher professional development (developed in MEDT 6467)
- Examine QCC/GPS to assist teachers in planning instruction
- Assist students with research needs
- Assist students with multimedia productions (PowerPoint, etc.)

Suggestions of how to prepare for activities

- Work closely with the SLMS to identify specific materials that need to be processed.
- Collaborate with a teacher to schedule a time for your Dewey PowerPoint presentation.
- Identify individual students or groups of students who need help in using the OPAC and social networking sites to locate materials for assignments.

Required assignment documentation to be submitted for course

- Field Experience Mentor Information Form
- Field Experience Time Log
- Field Experience Reflection Form
 - Evidence of cataloged materials in the OPAC database
 - Response to presentation of the Dewey PowerPoint to students
 - Success of students in accessing and locating specific materials needed through the OPAC and social networking sites for assignments

School Library Media Field Experience Time Log MEDT 6463 Cataloging

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

Course Specific Activity	Field Experience Site	Media Specialist	Date	Amount of Time
Locate a variety of materials in the media center that need to be cataloged.				
Catalog the items through original means or copy cataloging.				
Process the items so that they are shelf-ready.				
Assist students in location and access of materials, including use of social networking sites.				
Present the Dewey PowerPoint to at least one class.				
Activities Checklist items: <ul style="list-style-type: none"> • Assist with catalog & indexes • Catalog new materials • Assisting students with locating information through OPAC and social networking sites. 				

School Library Media Field Experience Reflection Form MEDT 6463 Cataloging

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

For each of the Course Specific Field Experience Hours you need to describe each of the following activities for this course. In addition to your description you need to include your reaction/reflection on each of the activities.

Activity	Description and Reflection
Locate a variety of materials in the media center that need to be cataloged.	
Catalog the items through original means or copy cataloging.	
Process the items so that they are shelf-ready.	
Assist students in location and access of materials, including use of social networking sites.	
Present the Dewey PowerPoint to at least one class.	
Activities Checklist items: <ul style="list-style-type: none"> • Assist with catalog & indexes • Catalog new materials • Assisting students with locating information through OPAC and social networking sites 	

Reflective Critique. Based on your field experiences, reflect on each of the following 3 issues in a brief narrative.

Issue	Narrative Reflection
Evidence of cataloged materials in the OPAC database	
Response to presentation of the Dewey PowerPoint to students	
Success of students in accessing and locating specific materials needed through the OPAC and social networking sites for assignments	
Describe three significant learnings from Field Experience Activities	Describe the potential impact of these significant learnings on your future work as a media specialist
1.	
2.	
3.	

SCHOOL LIBRARY MEDIA FIELD EXPERIENCE

Number and Title of Course: MEDT 6463 Technical Services (old program)

Assignment Title: Cataloging / Processing Materials and Presentation of Dewey PowerPoint

Description of field assignment

Catalog and process materials in the school library media center. A variety of formats of materials should be cataloged. Some materials should receive original cataloging while other items may be cataloged through copy cataloging. Familiarity with the OPAC is essential and students should be assisted in accessing and locating materials through OPAC searches. Teaching use of the OPAC to select students and/or faculty should be a part of the field experience. The Dewey PowerPoint presentation should be presented to at least one class for instruction on the organization of materials and location of items in the media center.

Procedures and time allocation – 10 hours

- Locate a variety of materials in the media center that need to be cataloged.
- Catalog the items through original means or copy cataloging.
- Process the items so that they are shelf-ready.
- Assist students in location and access of materials.
- Present the Dewey PowerPoint presentation to at least one class.
- MEDT Field Experience Checklist:
 - Assisting with catalog & indexes
 - Cataloging new materials

Check list of additional activities to be completed in the field – 5 hours

- Examine the LMC collection indepth
- Assist students in locating materials
- Shelve materials
- Check books in and out
- Collect fines and issue overdue notices
- Student instruction: Dewey Classification (developed in MEDT 6463)
- Student instruction: Orientation (developed in MEDT 6467)
- Student instruction: Information Literacy Skills (developed in MEDT 6466)
- Student instruction: Reference Skills (developed in MEDT 6464)
- Teacher collaboration
- Teacher professional development (developed in MEDT 6467)
- Examine QCC/GPS to assist teachers in planning instruction
- Assist students with research needs
- Assist students with multimedia productions (PowerPoint, etc.)

Suggestions of how to prepare for activities

- Work closely with the SLMS to identify specific materials that need to be processed.
- Collaborate with a teacher to schedule a time for your Dewey PowerPoint presentation.
- Identify individual students or groups of students who need help in using the OPAC to locate materials for assignments.

Required assignment documentation to be submitted for course

- Field Experience Mentor Information Form
- Field Experience Time Log
- Field Experience Reflection Form

Reflective critique that addresses specific technical services issues:

- Evidence of cataloged materials in the OPAC database
- Response to presentation of the Dewey PowerPoint to students
- Success of students in accessing and locating specific materials needed for assignments

School Library Media Field Experience Time Log MEDT 6463 Technical Services

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

Course Specific Activity	Field Experience Site	Media Specialist	Date	Amount of Time
Locate a variety of materials in the media center that need to be cataloged.				
Catalog the items through original means or copy cataloging.				
Process the items so that they are shelf-ready.				
Assist students in location and access of materials.				
Present the Dewey PowerPoint to at least one class.				
Activities Checklist items: <ul style="list-style-type: none"> • Assist with catalog & indexes • Catalog new materials • Assist students with locating information through OPAC 				

School Library Media Field Experience Reflection Form MEDT 6463 Technical Services

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

For each of the Course Specific Field Experience Hours you need to describe each of the following activities for this course. In addition to your description you need to include your reaction/reflection on each of the activities.

Activity	Description and Reflection
Locate a variety of materials in the media center that need to be cataloged.	
Catalog the items through original means or copy cataloging.	
Process the items so that they are shelf-ready.	
Assist students in location and access of materials.	
Present the Dewey PowerPoint to at least one class.	
Activities Checklist items: <ul style="list-style-type: none"> • Assist with catalog & indexes • Catalog new materials • Assist students with locating information through OPAC 	
Reflective Critique. Based on your field experiences, reflect on each of the following 3 issues in a brief narrative.	
Issue	Narrative Reflection
Evidence of cataloged materials in the OPAC database	
Response to presentation of the Dewey PowerPoint to students	
Success of students in accessing and locating specific materials needed for assignments	
Describe three significant learnings from Field Experience Activities	Describe the potential impact of these significant learnings on your future work as a media specialist
1.	
2.	
3.	

SCHOOL LIBRARY MEDIA FIELD EXPERIENCE

Number and Title of Course: MEDT 6464 Reference Sources and Services

Assignment Title: Reference Collection Examination

Description of field assignment

Conduct an in-depth examination of reference materials, print, non-print and online. This will require visits to your school library media center, as well as public, and/or academic libraries. Reference tools must be examined thoroughly and associated with GPS/QCC standards. Instructional strategies and activities utilizing some of the tools should be developed and taught during the semester. A thorough knowledge of reference resources is essential in assisting patrons in the development of information literacy skills and problem solving strategies.

Procedures and time allocation – 10 hours

- Visit school, public, and/or academic libraries to locate and examine specific types of reference tools.
- Record information on tools examined.
- Develop instructional activities based on GPS/QCC standards that incorporate use of the tools.
- Teach an instructional activity you have developed.
- MEDT Field Experience Checklist:
 - Assist students with research needs
 - Perform bibliographic searching
 - Handle reference questions (for teachers and students)

Check list of additional general activities to be completed in the field – 5 hours

- Examine the LMC collection in-depth / Shelf reading
- Assist students in locating materials
- Shelve materials
- Check books in and out
- Collect fines and issue overdue notices
- Student instruction: Dewey Classification (developed in MEDT 6463)
- Student instruction: Orientation (developed in MEDT 6467)
- Student instruction: Information Literacy Skills
- Student instruction: Reference Skills (developed in MEDT 6464)
- Teacher collaboration
- Teacher professional development (developed in MEDT 7461)
- Examine GPS/QCC to assist teachers in planning instruction
- Assist students with research needs
- Assist students with multimedia productions

Suggestions of how to prepare for activities

- Contact a SLMS or Media Coordinator as soon as possible to set up times for interview and visit.
- Become familiar with course assignments so you can gather information while in the field.
- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

Required assignment documentation to be submitted for course

- Field Experience Mentor Information Form
- Field Experience Time Log
- Field Experience Reflection Form
 - Applicability of a good reference collection to student learning and the development of good information literacy skills in patrons.
 - The importance of developing and maintaining a relevant, up-to-date reference collection in the school library media center.

School Library Media Field Experience Time Log MEDT 6464 Reference Sources & Services

Conduct an in-depth examination of reference materials, print, non-print and online. This will require visits to your school library media center, as well as public, and/or academic libraries. Reference tools must be examined thoroughly and associated with GPS/QCC standards. Instructional strategies and activities utilizing some of the tools should be developed and taught during the semester. A thorough knowledge of reference resources is essential in assisting patrons in the development of information literacy skills and problem solving strategies.

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

Course Specific Activity	Field Experience Site	Media Specialist	Date	Amount of Time
Visit school (during Fall or Spring semester), public, and/or academic libraries (Summer only) to locate and examine specific types of reference tools.				
Record information on tools examined.				
Develop instructional activities based on GPS/QCC standards that incorporate use of the tools.				
Teach an instructional activity you have developed.				
Activities Checklist Items: <ul style="list-style-type: none"> • Assist students with research needs • Perform bibliographic searching • Handle reference questions (for teachers and students) 				

School Library Media Field Experience Reflection Form MEDT 6464 Reference Sources and Services

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

For each of the Course Specific Field Experience Hours you need to describe each of the following activities for this course. In addition to your description you need to include your reaction/reflection on each of the activities.

Activity	Description and Reflection
Visit school (during Fall or Spring semester), public, and/or academic libraries (Summer only) to locate and examine specific types of reference tools.	
Record information on tools examined.	
Develop instructional activities based on GPS/QCC standards that incorporate use of the tools.	
Teach an instructional activity you have developed.	
Reflective Critique. Based on your field experiences, reflect on each of the following 3 issues in a brief narrative.	
Issue	Narrative
Applicability of a good reference collection to student learning and the development of good information literacy skills in patrons.	
The importance of developing and maintaining a relevant, up-to-date reference collection in the school library media center.	
Describe three Significant Learnings from Field Experience Activities	Describe the potential impact of these significant learnings on your future work as a media specialist.
1.	
2.	
3.	

SCHOOL LIBRARY MEDIA FIELD EXPERIENCE

Number and Title of Course: MEDT 6465 Selection of Materials

Assignment Title: Interview

Description of field assignment

Identify and use recognized selection aids for school library media centers. Evaluate basic collections and make recommendations for improvement. Examine censorship issues and stereotyping in literature. Focus on collection analysis and development of print and non-print materials.

Procedures and time allocation – 10 hours

- Discuss selection issues with library personnel: selection policy, copyright policy, reconsideration policy, circulation procedures, etc.
- Examine the collection thoroughly, taking note of weak or incomplete areas.
- Review selection policies.
- Review selection tools.
- MEDT Field Experience Checklist:
 - Create newsletter / brochure, flyer
 - Prepare an order
 - Circulate non-print materials
 - Circulate media equipment
 - Receive an order
 - Repair books or other materials

Check list of additional general activities to be completed in the field – 5 hours

- Examine the LMC collection in-depth / Shelf reading
- Assist students in locating materials
- Shelve materials
- Check books in and out
- Collect fines and issue overdue notices
- Student instruction: Dewey Classification (developed in MEDT 6463)
- Student instruction: Orientation (developed in MEDT 6467)
- Student instruction: Information Literacy Skills
- Student instruction: Reference Skills (developed in MEDT 6464)
- Teacher collaboration
- Teacher professional development (developed in MEDT 7461)
- Examine GPS/QCC to assist teachers in planning instruction
- Assist students with research needs
- Assist students with multimedia productions

Suggestions of how to prepare for activities

- Contact a SLMS or Media Coordinator as soon as possible to set up times for interview and visit.
- Become familiar with course assignments so you can gather information while in the field.
- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

Required assignment documentation to be submitted for course

- Field Experience Mentor Information Form
- Field Experience Time Log
- Field Experience Reflection Form
 - Based on readings and surveying library media specialists, how do selection/reconsideration policies safeguard the library media collection?
 - Collection analysis and development – how is it best accomplished?
 - Censorship in our school library media centers
 - Stereotyping in our school library media center collections

School Library Media Field Experience Time Log MEDT 6465 Selection and Materials

Identify and use recognized selection aids for school library media centers. Evaluate basic collections and make recommendations for improvement. Examine censorship issues and stereotyping in literature. Focus on collection analysis and development of print and non-print materials.

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

Course Specific Activity	Field Experience Site	Media Specialist	Date	Amount of Time
Discuss selection issues with library personnel: selection policy, copyright policy, reconsideration policy, circulation procedures, etc.				
Examine the collection thoroughly, taking note of weak or incomplete areas.				
Review selection policies.				
Review selection tools.				
Activities Checklist Items: - Create newsletter / brochure, flyer - Prepare an order - Circulate non-print materials - Circulate media equipment - Process and circulate serials - Receive an order - Repair books or other materials				

School Library Media Field Experience Reflection Form MEDT 6465 Selection and Materials

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

For each of the Course Specific Field Experience Hours you need to describe each of the following activities for this course. In addition to your description you need to include your reaction/reflection on each of the activities.

Activity	Description and Reflection
Discuss selection issues with library personnel: selection policy, copyright policy, reconsideration policy, circulation procedures, etc.	
Examine the collection thoroughly, taking note of weak or incomplete areas.	
Review selection policies.	
Review selection tools.	
Reflective Critique. Based on your field experiences, reflect on each of the following 3 issues in a brief narrative.	
Issue	Narrative Reflection
Based on readings and surveying library media specialists, how do selection / reconsideration policies safeguard the library media collection?	
Collection analysis and development – how is it best accomplished?	
Censorship in our school library media centers	
Stereotyping in our school library media center collections	
Describe three Significant Learnings from Field Experience Activities	Describe the potential impact of these significant learnings on your future work as a media specialist.
1.	
2.	
3.	

SCHOOL LIBRARY MEDIA FIELD EXPERIENCE

Number and Title of Course: MEDT 6466 The Media Program

Assignment Title:

Description of field assignment

Collaborate with classroom teachers to develop a program, based on one theme that addresses several specific populations within the school. Work directly with teachers who supervise/teach targeted groups to gain insight into the types of activities that will lead to the development of a love of reading and life-long learning skills in students. Conduct one of the instructional activities with the associated group of students.

Procedures and time allocation – 10 hours

- Determine a theme that could lead to the involvement of various populations within the school.
- Identify specific groups within the school that would be served well by completing activities based on the theme.
- Conduct one of your planned instructional activities with its identified group.
- MEDT Field Experience Checklist:
 - Planning/collaborating with teachers
 - Assist in scheduling outside speakers
 - Assist in organizing book fair and other promotional programs
 - Teach information access skills (Dewey, orientation to LMC, etc.)
 - Teach information literacy skills
 - Conduct a book talk
 - Assist students with research needs and location of materials
 - Assist with staff development / in-service training

Check list of additional general activities to be completed in the field – 5 hours

- Examine the LMC collection in-depth / Shelf reading
- Assist students in locating materials
- Shelve materials
- Check books in and out
- Collect fines and issue overdue notices
- Student instruction: Dewey Classification (developed in MEDT 6463)
- Student instruction: Orientation (developed in MEDT 6467)
- Student instruction: Information Literacy Skills
- Student instruction: Reference Skills (developed in MEDT 6464)
- Teacher collaboration
- Teacher professional development (developed in MEDT 7461)
- Examine GPS/QCC to assist teachers in planning instruction
- Assist students with research needs
- Assist students with multimedia productions

Suggestions of how to prepare for activities

- Contact a SLMS or Media Coordinator as soon as possible to set up times for interview and visit.
- Become familiar with course assignments so you can gather information while in the field.
- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

Required assignment documentation to be submitted for course

- Field Experience Mentor Information Form
- Field Experience Time Log
- Field Experience Reflection Form
 - Evidence of application of learnings into course assignments (relating activities to GPS/QCC standards, identification of strong media programs, good PR strategies, etc.)
 - Awareness of the administration regarding the role of the LMS and academic implications of a strong media program
 - The importance of LMS and teacher collaboration and co-instruction in the development of student information literacy skills

School Library Media Field Experience Time Log MEDT 6466 The Media Program

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

Course Specific Activity	Field Experience Site	Media Specialist	Date	Amount of Time
Interview SLMS for ideas for school wide programs				
Interview SLMS for ideas for 2 year plan				
Determine a theme that could lead to the involvement of various populations within the school.				
Survey a SLMP in action				
Identify specific groups within the school that would be served well by completing activities based on the theme.				
Items from Activity Checklist: <ul style="list-style-type: none"> • Designing bulletin board or display • Assisting in scheduling outside speakers • Assisting in organizing a book fair • Designing press release/photographing events for local or school paper • Reading promotions (booktalks, reader's theater, etc. 				

School Library Media Field Experience Reflection Form MEDT 6466 The Media Program

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

For each of the Course Specific Field Experience Hours you need to describe each of the following activities for this course. In addition to your description you need to include your reaction/reflection on each of the activities.

Activity	Description and Reflection
Interview SLMS for ideas for school wide programs	
Interview SLMS for ideas for 2 year plan	
Determine a theme that could lead to the involvement of various populations within the school.	
Survey a SLMP in action	
Identify specific groups within the school that would be served well by completing activities based on the theme.	

Reflective Critique. Based on your field experiences, reflect on each of the following 3 issues in a brief narrative.

Issue	Narrative Reflection
Evidence of application of learnings into course assignments (relating activities to GPS/QCC standards, identification of strong media programs, good PR strategies, etc.)	
Awareness of the administration regarding the role of the LMS and academic implications of a strong media program	
The importance of LMS and teacher collaboration and co-instruction in the development of student information literacy skills	
Describe three Significant Learnings from Field Experience Activities	Describe the potential impact of these significant learnings on your future work as a media specialist.
1.	
2.	
3.	

SCHOOL LIBRARY MEDIA FIELD EXPERIENCE

Number and Title of Course: MEDT 6467 Technology for Media Services (effective Fall 2008)

Description of field assignment

Examine technologies used in the media center to facilitate information access throughout the school through interviews with the media specialist and/or technology specialist. Discuss how the media center computer network is set up and organized, how the video distribution system works, and the basic operations of the automation system.

Procedures and time allocation – 10 hours

- *Media Center Networking:* Consult a school media specialist and/or technology specialist and have them guide you through the layout of the media center computer network, identifying the location of servers, clients, peripherals, switches, routers, and/or other devices that are used in the network. Identify the technology support roles the media specialist is asked to provide to students, faculty, and staff. **Related projects:** Network diagram, discussion board posts.
- *Video Distribution Systems:* Consult a school media specialist and/or technology specialist and have them demonstrate the operations of the school's video distribution system (closed circuit broadcast system), and discuss with them what the distribution system is used for, problems encountered in the operation of the distribution system and other issues related to the video distribution system. **Related project:** Discussion board posts.
- *Technology Training:* Consult a school media specialist and identify how students, teachers, and staff learn to use the online computer catalog to locate media center resources, how they learn to use other technologies available through the media center, and what the biggest media-center related training needs are. **Related projects:** Training Aid, discussion board posts.

Check list of additional general activities to be completed in the field – 5 hours

- Examine the LMC collection in-depth / Shelf reading
- Assist students in locating materials
- Shelve materials
- Check books in and out
- Collect fines and issue overdue notices
- Student instruction: Dewey Classification (developed in MEDT 6463)
- Student instruction: Orientation (developed in MEDT 6467)
- Student instruction: Information Literacy Skills
- Student instruction: Reference Skills (developed in MEDT 6464)
- Teacher collaboration
- Teacher professional development (developed in MEDT 7461)
- Examine GPS/QCC to assist teachers in planning instruction
- Assist students with research needs
- Assist students with multimedia productions

Suggestions of how to prepare for activities

- Contact a SLMS or Media Coordinator as soon as possible to set up times for interview and visit.
- Become familiar with course assignments so you can gather information while in the field.
- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

Required assignment documentation to be submitted for course

- Field Experience Mentor Information Form
 - Field Experience Time Log
 - Field Experience Reflection Form
-
- Based on class discussions, and interactions with the SLMS, what role does the media specialist play in terms of technology support for faculty, staff, and students?
 - What role does the automation system play in media center operations, and how do school and system media center policies impact how the automation system is configured?
 - What role does the media specialist play in providing instruction to student, faculty and staff in the use of current and new technologies?

School Library Media Field Experience Time Log

MEDT 6467 Technology for Media Services (effective Fall 2008)

Examine technologies used in the media center to facilitate information access throughout the school through interviews with the media specialist and/or technology specialist. Discuss how the media center computer network is set up and organized, how the video distribution system works, and the basic operations of the automation system.

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

Course Specific Activity	Field Experience Site	Media Specialist	Date	Amount of Time
Consult a school media specialist and/or technology specialist and have them guide you through the layout of the media center computer network, identifying the location of servers, clients, peripherals, switches, routers, and/or other devices that are used in the network. Identify the technology support roles the media specialist is asked to provide to students, faculty, and staff.				
Consult a school media specialist and/or technology specialist and have them demonstrate the operations of the school's video distribution system (closed circuit broadcast system), and discuss with them what the distribution system is used for, problems encountered in the operation of the distribution system and other issues related to the video distribution system.				
Consult a school media specialist and identify how students, teachers, and staff learn to use the online computer catalog to locate media center resources, how they learn to use other technologies available through the media center, and what the biggest media-center related training needs are.				
Activities Checklist Items: <ul style="list-style-type: none"> • Develop media productions • Assist students with tech needs • Work with/Troubleshoot computers and other equipment (printers, scanners, projectors, etc.) • Work with/Troubleshoot network • Work with/Troubleshoot video equipment • Install software updates 				

School Library Media Field Experience Reflection Form MEDT 6467 Technology for Media Services (effective Fall 2008)

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

For each of the Course Specific Field Experience Hours you need to describe each of the following activities for this course. In addition to your description you need to include your reaction/reflection on each of the activities.

Activity	Description and Reflection
<p>Consult a school media specialist and/or technology specialist and have them guide you through the layout of the media center computer network, identifying the location of servers, clients, peripherals, switches, routers, and/or other devices that are used in the network. Identify the technology support roles the media specialist is asked to provide to students, faculty, and staff.</p>	
<p>Consult a school media specialist and/or technology specialist and have them demonstrate the operations of the school's video distribution system (closed circuit broadcast system), and discuss with them what the distribution system is used for, problems encountered in the operation of the distribution system and other issues related to the video distribution system.</p>	
<p>Consult a school media specialist and identify how students, teachers, and staff learn to use the online computer catalog to locate media center resources, how they learn to use other technologies available through the media center, and what the biggest media-center related training needs are.</p>	
<p>Activities Checklist Items:</p> <ul style="list-style-type: none"> • Develop media productions • Assist students with tech needs • Work with/Troubleshoot computers and other equipment (printers, scanners, projectors, etc.) • Work with/Troubleshoot network • Work with/Troubleshoot video equipment • Install software updates 	

Reflective Critique. Based on your field experiences, reflect on each of the following 3 issues in a brief narrative.

Issue	Narrative Reflection
1. What role does the media specialist play in terms of technology support for faculty, staff, and students?	
2. What role does the automation system play in media center operations, and how do school and system media center policies impact how the automation system is configured?	
3. What role does the media specialist play in providing instruction to student, faculty and staff in the use of current and new technologies?	
Describe three Significant Learnings from Field Experience Activities	Describe the potential impact of these significant learnings on your future work as a media specialist.
1.	
2.	
3.	

SCHOOL LIBRARY MEDIA FIELD EXPERIENCE

Number and Title of Course: MEDT 6467 Technology for Media Services (effective through Fall 2008) (old program)

Description of field assignment

Examine technologies used in the media center to facilitate information access throughout the school through interviews with the media specialist and/or technology specialist. Discuss how the media center computer network is set up and organized, how the video distribution system works, and the basic operations of the automation system.

Procedures and time allocation – 10 hours

- *Media Center Networking:* Consult a school media specialist and/or technology specialist and have them guide you through the layout of the media center computer network, identifying the location of servers, clients, peripherals, switches, routers, and/or other devices that are used in the network. Identify the technology support roles the media specialist is asked to provide to students, faculty, and staff. **Related projects:** Network diagram, discussion board posts.
- *Video Distribution Systems:* Consult a school media specialist and/or technology specialist and have them demonstrate the operations of the school's video distribution system (closed circuit broadcast system), and discuss with them what the distribution system is used for, problems encountered in the operation of the distribution system and other issues related to the video distribution system. **Related project:** Discussion board posts.
- *Automation Systems:* Discuss the basic operations of the media center automation system with a school library media specialist *and follow up with a thorough review of the automation system manual.* Determine whether the automation system is a stand-alone system or a centralized system with a union catalog. Identify how new students are imported; how student or materials records are imported, deleted, or edited; circulation procedures (including overdues and fines), cataloging procedures, how reports are generated, how inventories are done, and how the database is backed up and maintained. Ask the media specialist what reports s/he generates, what these are used for, and discuss the strengths and weaknesses of the automation system.

Related projects: Qwik Start Guide, discussion board posts.

- *Technology Training:* Consult a school media specialist and identify how students, teachers, and staff learn to use the online computer catalog to locate media center resources, how they learn to use other technologies available through the media center, and what the biggest media-center related training needs are. **Related projects:** Training Aid, discussion board posts.

Check list of additional activities to be completed in the field – 5 hours

- Examine the LMC collection in-depth / Shelf reading
- Plan/collaborate with teachers
- Teach information literacy skills (Dewey, orientation, etc.)
- Assist students with research needs
- Assist students in locating materials
- Assist students with multimedia productions
- Shelve books
- Check books in and out
- Collect fines and issue overdue notices
- Catalog/process materials

Suggestions for how to prepare for activities:

- Contact a SLMS as soon as possible to set up times for interviewing and volunteering to work in the media center.
- Become familiar with course assignments so you can gather information while you are in the field.
- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

Required assignment documentation to be submitted for course

- Field Experience Mentor Information Form
- Field Experience Time Log
- Field Experience Reflection form

Reflective critique that addresses specific media center technology issues:

- Based on class discussions, and interactions with the SLMS, what role does the media specialist play in terms of technology support for faculty, staff, and students?
- What role does the automation system play in media center operations, and how do school and system media center policies impact how the automation system is configured?
- What role does the media specialist play in providing instruction to student, faculty and staff in the use of current and new technologies?

**School Library Media Field Experience Time Log
MEDT 6467 Technology for Media Services
(effective through Fall 2008) (old program)**

Examine technologies used in the media center to facilitate information access throughout the school through interviews with the media specialist and/or technology specialist. Discuss how the media center computer network is set up and organized, how the video distribution system works, and the basic operations of the automation system.

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

Course Specific Activity	Field Experience Site	Media Specialist	Date	Amount of Time
Consult a school media specialist and/or technology specialist and have them guide you through the layout of the media center computer network, identifying the location of servers, clients, peripherals, switches, routers, and/or other devices that are used in the network. Identify the technology support roles the media specialist is asked to provide to students, faculty, and staff.				
Consult a school media specialist and/or technology specialist and have them demonstrate the operations of the school's video distribution system (closed circuit broadcast system), and discuss with them what the distribution system is used for, problems encountered in the operation of the distribution system and other issues related to the video distribution system.				
Discuss the basic operations of the media center automation system with a school library media specialist <i>and follow up with a thorough review of the automation system manual.</i> Determine whether the automation system is a stand-alone system or a centralized system with a union catalog. Identify how new students are imported; how student or materials records are imported, deleted, or edited; circulation procedures (including overdues and fines), cataloging procedures, how reports are generated, how inventories are done, and how the database is backed up and maintained. Ask the media specialist what reports s/he generates, what these are used for, and discuss the strengths and weaknesses of the automation system.				

<p>Consult a school media specialist and identify how students, teachers, and staff learn to use the online computer catalog to locate media center resources, how they learn to use other technologies available through the media center, and what the biggest media-center related training needs are.</p>				
<p>Activities Checklist Items:</p> <ul style="list-style-type: none"> • Develop media productions • Assist students with tech needs • Calculate circulation statistics • Maintain student records • Use automation system to compile bibliographies • Enter MARC records into OPAC • Download MARC records from Internet • Work with/Troubleshoot computers and other equipment (printers, scanners, projectors, etc.) • Work with/Troubleshoot network • Work with/Troubleshoot video equipment • Install software updates 				

**School Library Media Field Experience Reflection Form
MEDT 6467 Technology for Media Services
(effective through Fall 2008) (old program)**

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

For each of the Course Specific Field Experience Hours you need to describe each of the following activities for this course. In addition to your description you need to include your reaction/reflection on each of the activities.

Activity	Description and Reflection
Consult a school media specialist and/or technology specialist and have them guide you through the layout of the media center computer network, identifying the location of servers, clients, peripherals, switches, routers, and/or other devices that are used in the network. Identify the technology support roles the media specialist is asked to provide to students, faculty, and staff.	
Consult a school media specialist and/or technology specialist and have them demonstrate the operations of the school's video distribution system (closed circuit broadcast system), and discuss with them what the distribution system is used for, problems encountered in the operation of the distribution system and other issues related to the video distribution system.	
Discuss the basic operations of the media center automation system with a school library media specialist <i>and follow up with a thorough review of the automation system manual</i> . Determine whether the automation system is a stand-alone system or a centralized system with a union catalog. Identify how new students are imported; how student or materials records are imported, deleted, or edited; circulation procedures (including overdues and fines), cataloging procedures, how reports are generated, how inventories are done, and how the database is backed up and maintained. Ask the media specialist what reports s/he generates, what these are used for, and discuss the strengths and weaknesses of the automation system.	

<p>Consult a school media specialist and identify how students, teachers, and staff learn to use the online computer catalog to locate media center resources, how they learn to use other technologies available through the media center, and what the biggest media-center related training needs are.</p>	
<p>Activities Checklist Items:</p> <ul style="list-style-type: none"> • Develop media productions • Assist students with tech needs • Calculate circulation statistics • Maintain student records • Use automation system to compile bibliographies • Enter MARC records into OPAC • Download MARC records from Internet • Work with/Troubleshoot computers and other equipment (printers, scanners, projectors, etc.) • Work with/Troubleshoot network • Work with/Troubleshoot video equipment • Install software updates 	

Reflective Critique. Based on your field experiences, reflect on each of the following 3 issues in a brief narrative.

Issue	Narrative Reflection
1. What role does the media specialist play in terms of technology support for faculty, staff, and students?	
2. What role does the automation system play in media center operations, and how do school and system media center policies impact how the automation system is configured?	
3. What role does the media specialist play in providing instruction to student, faculty and staff in the use of current and new technologies?	
<p>Overall Reflection Regarding the Field Experience for this Course Brief description of two or three most significant learnings from your field experience for this course, along with reflections on the future applicability of what has been learned.</p>	
Significant Learning #1:	
Significant Learning #2:	
Significant Learning #3:	

SCHOOL LIBRARY MEDIA FIELD EXPERIENCE

Number and Title of Course: MEDT 6468 Automating School Media Centers

Assignment Title:

Description of field assignment

Explore the basic operations of the automation system including cataloging, circulation, patron record maintenance, and report generation. Work directly with a school library automation system and input MARC records. A variety of formats should be entered into the system (book, CD, DVD, computer file, etc.). Records should be input through manual entry, download from disk/CD, and download from online source. Basic rules for development of MARC records should be used in entering original cataloging information into the OPAC.

Procedures and time allocation – 10 hours

- Discuss the basic operations of the media center automation system with a school library media specialist *and follow up with a thorough review of the automation system manual*. Determine whether the automation system is a stand-alone system or a centralized system with a union catalog. Identify how new students are imported; how student or materials records are imported, deleted, or edited; circulation procedures (including overdues and fines), cataloging procedures, how reports are generated, how inventories are done, and how the database is backed up and maintained. Ask the media specialist what reports s/he generates, what these are used for, and discuss the strengths and weaknesses of the automation system.
- Develop a Qwik Start guide for using major components of the school's automation system
- Complete a variety of CIP and MARC activities.
- Import MARC records from an online source into the automation system.
- Use MARC Magician to clean up MARC records in a sample database.
- Research a current topic in the area of automation of school library media centers.
- MEDT Field Experience Checklist:
 - Process new materials
 - Mark new materials
 - Apply bar codes
 - Calculate circulation statistics
 - Maintain student records
 - Generate other reports from the automated circulation system (Specify)
 - Compile bibliographies
 - Download MARC records from Internet
 - Input MARC records into OPAC

Check list of additional general activities to be completed in the field – 5 hours

- Examine the LMC collection in-depth / Shelf reading
- Assist students in locating materials
- Shelve materials
- Check books in and out
- Collect fines and issue overdue notices
- Student instruction: Dewey Classification (developed in MEDT 6463)
- Student instruction: Orientation (developed in MEDT 6467)
- Student instruction: Information Literacy Skills
- Student instruction: Reference Skills (developed in MEDT 6464)
- Teacher collaboration
- Teacher professional development (developed in MEDT 7461)
- Examine GPS/QCC to assist teachers in planning instruction
- Assist students with research needs
- Assist students with multimedia productions

Suggestions of how to prepare for activities

- Contact a SLMS or Media Coordinator as soon as possible to set up times for interview and visit.
- Become familiar with course assignments so you can gather information while in the field.
- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

Required assignment documentation to be submitted for course

- Field Experience Mentor Information Form
- Field Experience Time Log
- Field Experience Reflection Form
 - Evidence of cataloged materials in the OPAC database
 - Response to presentation of the Dewey PowerPoint to students
 - Success of students in accessing and locating specific materials needed for assignments

School Library Media Field Experience Time Log MEDT 6468 Automating School Media Centers

Explore the basic operations of the automation system including cataloging, circulation, patron record maintenance, and report generation. Work directly with a school library automation system and input MARC records. A variety of formats should be entered into the system (book, CD, DVD, computer file, etc.). Records should be input through manual entry, download from disk/CD, and download from online source. Basic rules for development of MARC records should be used in entering original cataloging information into the OPAC.

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

Course Specific Activity	Field Experience Site	Media Specialist	Date	Amount of Time
Discuss the basic operations of the media center automation system with a school library media specialist <i>and follow up with a thorough review of the automation system manual.</i>				
Develop a Qwik Start guide for using major components of the school's automation system.				
Participate in an online OPAC tour to examine MARC records.				
Complete a variety of CIP and MARC activities.				
Import MARC records from an online source into the automation system.				
Use MARC Magician to clean up MARC records in a sample database.				
Research a current topic in the area of automation of school library media centers.				
Activities Checklist Items: <ul style="list-style-type: none"> • Process new materials • Mark new materials • Apply bar codes • Calculate circulation statistics • Maintain student records • Generate other reports from the automated circulation system (Specify) • Compile bibliographies • Download MARC records from Internet • Input MARC records into OPAC 				

School Library Media Field Experience Reflection Form MEDT 6468 Automating School Media Centers

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

For each of the Course Specific Field Experience Hours you need to describe each of the following activities for this course. In addition to your description you need to include your reaction/reflection on each of the activities.

Activity	Description and Reflection
Discuss the basic operations of the media center automation system with a school library media specialist <i>and follow up with a thorough review of the automation system manual.</i>	
Develop a Qwik Start guide for using major components of the school's automation system.	
Participate in an online OPAC tour to examine MARC records.	
Complete a variety of CIP and MARC activities.	
Import MARC records from an online source into the automation system.	
Use MARC Magician to clean up MARC records in a sample database.	
Research a current topic in the area of automation of school library media centers.	
Activities checklist items: <ul style="list-style-type: none"> • Process new materials • Mark new materials • Apply bar codes • Calculate circulation statistics • Maintain student records • Generate other reports from the automated circulation system (Specify) • Compile bibliographies • Download MARC records from Internet • Input MARC records into OPAC 	

Reflective Critique. Based on your field experiences, reflect on each of the following 3 issues in a brief narrative.

Issue	Narrative Reflection
1. What role does the automation system play in media center operations, and how do school and system media center policies impact how the automation system is configured?	
2. Response to presentation of the Dewey PowerPoint to students	
3. Success of students in accessing and locating specific materials needed for assignments	
Describe three significant learnings from Field Experience Activities from this course	Describe the potential impact of these significant learnings on your future work as a media specialist
1.	
2.	
3.	

SCHOOL LIBRARY MEDIA FIELD EXPERIENCE

Number and Title of Course: MEDT 7461 Instructional Design

Assignment Title: Interview/Research

Description of field assignment

Examine specific instructional roles of the SLMS through interviewing a SLMS. Discuss roles related to planning, implementing and evaluating student instruction; developing in-service materials; collection development related to Georgia Performance Standards, information literacy standards and technology standards.

Procedures and time allocation – 10 hours

- Consult a SLMS or media coordinator through interviews, surveys, or questionnaires about their responsibilities related to student instruction and staff development.
- Discuss ways to catalog materials adding curriculum connection information to individual catalog (MARC) records.
- Examine a collection for materials that could support Georgia Performance Standards in one curriculum area (math, science, or social studies) for a grade level you are not familiar with. A collection can be examined in person or through a schools online catalog.
- Use LM-NET and Georgia Media Listserv to explore these issues further and see how other SLMS collaborate with teachers, provide staff development, and build their collection to support Georgia Performance Standards through their media programs.

Check list of additional general activities to be completed in the field – 5 hours

- Examine the LMC collection in-depth / Shelf reading
- Assist students in locating materials
- Shelve materials
- Check books in and out
- Collect fines and issue overdue notices
- Student instruction: Dewey Classification (developed in MEDT 6463)
- Student instruction: Orientation (developed in MEDT 6467)
- Student instruction: Information Literacy Skills
- Student instruction: Reference Skills (developed in MEDT 6464)
- Teacher collaboration
- Teacher professional development (developed in MEDT 7461)
- Examine GPS/QCC to assist teachers in planning instruction
- Assist students with research needs
- Assist students with multimedia productions

Suggestions of how to prepare for activities

- Contact a SLMS or Media Coordinator as soon as possible to set up times for interview and visit.
- Become familiar with course assignments so you can gather information while in the field.
- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

Required assignment documentation to be submitted for course

- Field Experience Mentor Information Form
- Field Experience Time Log
- Field Experience Reflection Form
 - Based on readings, surveying of listservs and on-line catalogs, and interacting with SLMS, how would you approach collection and material development to support student instruction?
 - Potential positive results of collaboration between teachers and SLMS.
 - Value of well developed in-service materials

School Library Media Field Experience Time Log MEDT 7461 Instructional Design

Examine specific instructional roles of the SLMS through interviewing a SLMS. Discuss roles related to planning, implementing and evaluating student instruction; developing in-service materials; collection development related to Georgia Performance Standards, information literacy standards and technology standards.

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

Course Specific Activity	Field Experience Site	Media Specialist	Date	Amount of Time
Consult a SLMS or media coordinator through interviews, surveys, or questionnaires about their responsibilities related to student instruction and staff development.				
Discuss ways to catalog materials adding curriculum connection information to individual catalog (MARC) records.				
Examine a collection for materials that could support Georgia Performance Standards in one curriculum area (math, science, or social studies) for a grade level you are not familiar with. A collection must be examined in person during the fall or spring semester. During the summer through a public school online catalog.				
Use LM-NET and Georgia Media Listserv to explore these issues further and see how other SLMS collaborate with teachers, provide staff development, and build their collection to support Georgia Performance Standards through their media programs.				
Activities Checklist Items: <ul style="list-style-type: none"> • Develop staff development / in-service training • Examine a collection for materials that support GPS/QCC 				

School Library Media Field Experience Reflection Form MEDT 7461 Instructional Design

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

For each of the Course Specific Field Experience Hours you need to describe each of the following activities for this course. In addition to your description you need to include your reaction/reflection on each of the activities.

Activity	Description and Reflection
Consult a SLMS or media coordinator through interviews, surveys, or questionnaires about their responsibilities related to student instruction and staff development.	
Discuss ways to catalog materials adding curriculum connection information to individual catalog (MARC) records.	
Examine a collection for materials that could support Georgia Performance Standards in one curriculum area (math, science, or social studies) for a grade level you are not familiar with. A collection must be examined in person during the fall or spring semester. During the summer through a public school online catalog.	
Use LM-NET and Georgia Media Listserv to explore these issues further and see how other SLMS collaborate with teachers, provide staff development, and build their collection to support Georgia Performance Standards through their media programs.	
Activities Checklist Items: <ul style="list-style-type: none"> • Develop staff development/in-service training • Examine a collection for materials that support GPS/QCC 	

Reflective Critique. Based on your field experiences, reflect on each of the following 3 issues in a brief narrative.

Issue	Narrative Reflection
Based on readings, surveying of listservs and on-line catalogs, and interacting with SLMS, how would you approach collection and material development to support student instruction?	
Potential positive results of collaboration between teachers and SLMS.	
Value of well developed in-service materials	
Describe three Significant Learnings from Field Experience Activities	Describe the potential impact of these significant learnings on your future work as a media specialist.
1.	
2.	
3.	

School Library Media Field Experience Time Log
General Field Experience Hours
(5 hours per course or total of 40 hours for program)

Student Name:	Advisor Name:	Semester began program:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

Students must keep a continuous log of the general field experience hours as they complete them. These general hours may be completed in a variety of school library media centers. The student's main mentor is indicated in the table above and information about the individual schools and media specialists is indicated in the table below. This log must be submitted during the Practicum course.

The following is a list of sample general activities to be completed in the field

- Examine the LMC collection in-depth / Shelf reading
- Assist students in locating materials
- Shelve materials
- Check books in and out
- Collect fines and issue overdue notices
- Student instruction: Dewey Classification (developed in MEDT 6463)
- Student instruction: Orientation (developed in MEDT 6467)
- Student instruction: Information Literacy Skills
- Student instruction: Reference Skills (developed in MEDT 6464)
- Teacher collaboration
- Teacher professional development (developed in MEDT 7461)
- Examine GPS/QCC to assist teachers in planning instruction
- Assist students with research needs
- Assist students with multimedia productions

General Activity Brief Description	Field Experience Site School and District	Media Specialist Name and e-mail	Date	Amount of Time

(Simply add more rows as needed)

Full Day in the Media Center Form

A Full Day form must be completed for each of the four full days completed during the program. The student's main mentor is indicated in the General Information table and information about the media specialist at the site where the full day is completed is indicated in the Full Day Site Information table. The Full Day forms must be submitted during the Practicum course.

General Information

Student Name:	Semester:	Instructor:
Mentor Name:	Mentor e-mail	Mentor phone:
School:	District:	Address:

Full Day Site Information

Media Specialist:	Media Specialist e-mail:	Media Specialist phone:
School:	District:	Address:
Date:	Time of Arrival:	Time of Departure:

Activity	Description and Reflection
Describe three Significant Learnings from Full Day Field Experience	Describe the potential impact of these significant learnings on your future work as a media specialist.
1.	
2.	
3.	

School Library Media Field Experience Mentor Information

The information requested on this form **must** be typed before it is printed out for the mentor signature.
Fax the completed form to 678-839-6153 by the date specified in each course.

Course:
Instructor:

Student Information

Name:	Phone:
Academic Advisor:	e-mail:
Program (MEd or Certification):	Semester Began Program:

School Library Media Specialist Mentor Information

Name:	Phone:
School:	District:
School Street Address:	e-mail:
School City, State, Zip:	Years experience as media specialist:

The school library media program at University of West Georgia has incorporated field experience components into each of the courses in the program. This approach provides opportunities for students to immediately apply and practice the knowledge and skills gained in the courses. High quality school library media specialists in Georgia public schools play a very important role in the program in order to these field experiences to be the most appropriate possible. Time spent with school library media specialists allows students to experience the wide array of responsibilities of the school library media specialist. School library media specialists along with the university faculty serve as models for students in the program and have both the opportunity and responsibility to facilitate the construction of new knowledge and development of new applications of that knowledge as students prepare to be effective and dynamic school library media specialists.

Your signature below indicates that you are willing to have the student as a volunteer in your media center and you are willing to serve as a mentor for the student.

Signature of school library media specialist	Date
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Please free to contact the school library media faculty at University of West Georgia anytime you have questions and there will probably be times when the faculty will contact you. Your participation in this very important component of the school library media program is appreciated and will enhance the program.

Dr. Dawn Putney
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 678-839-6151

Dr. Phyllis Snipes
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 678-839-6154

Dr. Elizabeth Bennett
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 678-839-6155

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 678-839-6129