

MEDT 6487**PRACTICUM**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Fax:

E-mail:

Distance Support: WebCT VISTA Home Page

<http://webct.westga.edu> ,

Web CT VISTA Help & Troubleshooting (678-839-6248)

<http://www.westga.edu/~distance/webct2/help>, or

<http://help.view.usg.edu> (Click on “Request Support” for live chat)

UWG Distance Learning

<http://www.westga.edu/~distance> ,

Distance Learning Library Services

<http://www.westga.edu/~library/depts/offcampus/> ,

Ingram Library Services

<http://www.westga.edu/~library>

COURSE DESCRIPTION

Current issues in school media centers will be examined. Documentation of all field experiences completed throughout the program will be compiled. An electronic program portfolio will be developed and prepared for sharing with peers and instructors. This course must be taken during the last semester of the program.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are

integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. document experience in all phases of the day-to-day operation of the school library media center (AASL, 2003)
(D1 decision maker, D2 leader, D3 lifelong learner, D4 adaptive, D5 collaborative, D6 culturally sensitive, D7 empathetic, D8 knowledgeable, D9 proactive, D10 reflective; NBPTS 3, 4; AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3);
2. document knowledge of media center responsibilities in the school library media center (AASL, 2003)
(D1 decision maker, D2 leader, D3 lifelong learner, D4 adaptive, D5 collaborative, D6 culturally sensitive, D7 empathetic, D8 knowledgeable, D9 proactive, D10 reflective; NBPTS 3, 4; AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3);
3. document collaboration with classroom teachers, media specialists, and technology specialists (AASL, 2003)
(D1 decision maker, D2 leader, D3 lifelong learner, D4 adaptive, D5 collaborative, D6 culturally sensitive, D7 empathetic, D8 knowledgeable, D9 proactive, D10 reflective; NBPTS 3, 4; AASL 2.1, 2.2, 3.2);
4. describe appropriate service of special needs and multicultural groups in the school library media center (i. e., language minority students and/or individuals with either visual disability, physical disability, learning disability, or speech and hearing impairment) (AASL, 2003)
(D1 decision maker, D2 leader, D3 lifelong learner, D4 adaptive, D5 collaborative, D6 culturally sensitive, D7 empathetic, D8 knowledgeable, D9 proactive, D10 reflective; NBPTS 3, 4; AASL 2.1).
5. develop a professional portfolio reflecting the course work and field experience activities they completed throughout the program (AASL, 2003)
(D1 decision maker, D2 leader, D3 lifelong learner, D4 adaptive, D5 collaborative, D6 culturally sensitive, D7 empathetic, D8 knowledgeable, D9 proactive, D10 reflective; NBPTS 1, 2, 3, 4, 5; AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

American Association of School Librarians and Association for Educational Communications and Technology. (1998). *Information power: Partnerships for learning*. Chicago: American Library Association.

Student Microsoft Agreement – Office Software Package: <http://www.westga.edu/~mcastu/>

References:

American Association of School Librarians. (n.d.). *AASL position statements*. Retrieved May 8, 2003 from <http://www.ala.org/aasl/positions/index.html>

Andronik, C. (ed.). (2003). *School library management*. (5th ed.). Worthington, OH: Linworth.

Bradburn, F. (1999). *Output measures for school library media programs*. New York: Neal-Schuman.

Erikson, R., & Markuson, C. (2001). *Designing a school library media center for the future*. Chicago: American Library Association.

Everhart, N. (1998). *Evaluating the school library media center*. Westport, CT: Libraries Unlimited.

Farmer, L. S. J. (2001). *Teaming with opportunity: Media programs, community constituencies, and technology*. Westport, CT: Libraries Unlimited.

Lankford, M. (ed.). (2006). *Leadership and the school librarian: Essays from leaders in the field*. Worthington, OH: Linworth.

Media specialist handbook (1990). Atlanta, GA: Georgia Department of Education.

Morris, B. J. (2004). *Administering the school library media center* (4th ed.). Westport, CT: Libraries Unlimited.

Public Education Network & American Association of School Librarians. (2001). *The Information-Powered School*. Chicago: American Library Association.

Salmon, S. (1996). *Power up your library: creating the school library media program*. Westport, CT: Libraries Unlimited.

Santa Clara County Office of Education, Library Services. (2001). *Where Do I start? A School library handbook*. Worthington, OH: Linworth Publishing.

Stein, B. L., & Brown, W. (2002). *Running a school library media center* (2nd ed.) New York: Neal-Schuman.

Wasman, A. M. (1998). *New steps to service: Commonsense advice for the school library media specialist*. Chicago: American Library Association.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. The focus of this course is to provide students with the opportunity to compile the documentation of their participation in all the day-to-day aspects of running a school library media center. As students participate in the course they will have demonstrated achievement as *decision maker*: special needs and multicultural discussions, PowerPoint on the Role of the Media Specialist (course activities 5, 9); *leader*: activities checklist, PowerPoint on the Role of the Media Specialist (course activities 4,9); *lifelong learner*: completion of all course requirements particularly those requiring the student to explore and locate new information (course activities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10); *adaptive*: completion of assignment specific to services provided

to meet special needs and multicultural needs (course activity 5); *collaborative*: completion of assignment related to the collaborative development of instructional plans (course activity 8); *culturally sensitive*: completion of assignment specific to multicultural needs being served (course activity 5); *empathetic*: completion of online discussions and reflections (course activities 1, 5); *knowledgeable*: completion of assignments reflecting knowledge and understanding of the roles of the media center and the media specialist and the electronic portfolio presentation (course activities 7, 9, 10); *proactive*: PowerPoint on the Role of the Media Specialist and PowerPoint Highlighting Media Center (course activities 7, 9); *reflective*: participation in online and face to face discussions, special needs and multicultural reflections, PowerPoint on the Role of the Media Specialist, and electronic portfolio (course activities 1, 5, 9, 10).

Activities and Assessments:

You have already completed all or most of the field experience hours in conjunction with courses you have already completed or are completing in conjunction with courses you are taking this semester. All of these field experience hours accumulate to meet the field experience requirement for certification. You have been submitting the required field experience log and reflections in each course. You should have participated in ALL PHASES of the school library media center during this program. At some time during your program you must have spent at least two full days in a media center from opening to closing. You also must have spent some time at all three levels; elementary, middle school, and high. This provides an opportunity for you to visit other schools in or outside your district. The school library media centers in which you have spent time must be public schools and the media specialist must hold a clear renewable certificate in school library media.

Assignments

1. Participation in Face to Face and Online Activities

Student will attend the two required face to face sessions and will participate in all assigned online activities.

(Objectives 1, 2, 3, 4, 5; knowledge, disposition; checklist)

2. Compiled Field Experience Log

Students will compile the time log information they have been keeping throughout the program.

(Objectives 1, 2, 3, 4, 5; knowledge, skills, disposition; checklist)

3. Compiled Field Experience Reflections and Summary Reflection

Students will write a summary reflection based on the various field experience opportunities they have had throughout the program.

(Objectives 1, 2, 3, 4, 5; knowledge, skills, disposition; checklist)

4. Activities Checklist

Students have been keeping track of the various types of activities completed during their field experience opportunities. Students will compile that information onto one compilation form.

(Objectives 1, 2, 3, 4; knowledge, skills, disposition; checklist)

5. Special Needs and Multicultural Reflections

Students will participate in online discussions regarding the types of services and materials necessary and actually available to students with a variety of special needs and to students from various cultural backgrounds. Following the online discussions, students will write a reflection based on the discussion and their own experiences and observations.
(Objectives 4; knowledge, skills, disposition; observation, checklist)

6. Resume

Following the standard resume format students will create an up-to-date resume. Keep in mind that the goal is to be hired as a school library media specialist.
(Objectives 1, 2, 3; knowledge, skills, disposition; checklist)

7. PowerPoint Highlighting Media Center

Using PowerPoint, create a tour of the media center. Photos and descriptions of areas, materials, activities, should be included. Students may also want to record narrative as part of your PowerPoint, or use the notes component of PowerPoint to describe what has been documented in the PowerPoint presentation. If people are included in any of the photos written permission must be obtained from the parents/guardians of students and from any adults in the photos. Some schools request such permission from parents/guardians at the beginning of each school year. If this is the case, that will take care of the permission required for this assignment. However, make sure permission was granted for each student in the photo to be photographed. A sample permission form is posted in WebCT which you may use if needed.
(Objectives 1, 2, 3, 4; knowledge, skills, disposition; rubric)

8. Documentation of Work with Students and Teachers

Students have been keeping track of their instructional work and interaction with students related to Information Literacy Standards and Technology Standards as well as the Georgia QCCs or Georgia Performance Standards. Students will compile their descriptions of the instructional work and document student progress made as a result of their instruction and interaction. Students will also compile their documentation of any collaborative activities with teachers.
(Objectives 1, 2, 3, 4; knowledge, skills, disposition; rubric)

9. PowerPoint on the Role of the Media Specialist

As part of your Electronic Portfolio, you will develop a PPT with recorded narration on the Role of the Media Specialist. This PPT should reflect the course work you have completed during your program, your field experience opportunities, and your interpretation of Information Power. This PPT must stand alone – that is, a viewer should be able to review the PPT without you there and comprehend the message you are trying to communicate.
(Objectives 1, 2, 3, 4, 5; knowledge, skills, disposition; rubric)

10. Electronic Portfolio and Portfolio Presentation

Students will develop an electronic portfolio reflecting their accomplishments throughout the program based on their course work, field experience opportunities, and reflections. The electronic portfolio will be shared in class during the last face-to-face meeting.
(Objectives 1, 2, 3, 4, 5; knowledge, skills, disposition; rubric)

IMPORTANT: It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your writing proficiency, please make use of the UWG Writing Center or a personal tutor.

Evaluation Procedures:

Students will be evaluated in the following areas:

Activity/Assignment	%	Assessment	Due Date
1. Participation in face to face and online activities	5	Checklist	
2. Compiled Field Experience Log	5	Checklist	
3. Compiled Field Experience Reflections and a Summary Reflection	10	Rubric	
4. Activities Checklist	5	Checklist	
5. Special Needs and Multicultural Reflections	5	Checklist	
6. Resume	5	Checklist	
7. PowerPoint Highlighting Media Center	10	Checklist	
8. Summary of Documentation of Work with Students/Teachers	10	Checklist	
9. PowerPoint on the Role of the Media Specialist	15	Checklist	
10. Electronic Portfolio & Portfolio Presentation	30	Rubric	
Total %	100		

Grading Policy:

Students satisfactorily completing **all** assignments and receiving satisfactory evaluations by the university supervisor and the supervising media specialist receive a grade of “S”. Failure to complete **all** assignments satisfactorily results in a grade of “U”.

CLASS POLICIES

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who work in the schools. Professionalism includes, but is not limited to, the following:

- Participating in interactions and class activities in the face to face or online environment in a positive manner.
- Collaborating and working equitably with fellow students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at on campus classes punctually.
- Treating class members and colleagues with respect in and out of the virtual and physical classroom.
- Eliminating interruptions in campus classrooms. This includes cell phones and beepers.

If you have a valid reason for missing class, please contact the instructor in advance. Since this class meets on campus only three times (including the initial meeting), missing the second or third class will seriously impact the student's ability to complete the course satisfactorily and will be approved only for medical or other emergencies.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete written and other assignments. The Microsoft Office software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at <http://www.westga.edu/~mcastu/>.

All formal email communication between instructor and students (outside of WebCT VISTA) will be through campus email (your myUWG email account). This is a University policy, so it is imperative you check your myUWG email account regularly.

Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted **if** prior approval is granted by the instructor during the first 10 days of class (prior to June 15). If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

Disabilities Pledge

I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc.

If you have any special learning needs, particularly (but not limited to) needs defined under the American Disabilities Act, and require specific accommodations, please make these known to me, either directly, or through the Coordinator of Disability Services, Dr. Ann Richards. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment, it is your right, and it is the law!

TENTATIVE CLASS OUTLINE

Dates in Bold indicate on-campus sessions.

Week	Activity	Assignments Due
June 4 WebCT Vista	<ul style="list-style-type: none"> * Review Syllabus & WebCT Vista course materials * Review field experience documentation from previous courses * Compile field experience log from previous courses to date * Compile activities checklist from previous courses to date * Complete field experience information sheet and proposed summer work plan * Schedule June 6 chat with instructor 	<ul style="list-style-type: none"> * Field experience information sheet * Electronic copies of all Field Experience documentation from previous courses * Field experience log to date * Activities checklist to date

July 11 WebCT Vista	* Update & finalize field experience log and reflection (for this semester) AND a summary field experience log and reflection (for all field experiences) * Update activities checklist * Update summary of documentation of work with students/teachers	* Compiled Field Experience Log (semester & compiled summary) * Activities Checklist * Summary of documentation of work with students/teachers * Compiled Field Experience Reflections and Summary Reflection
July 16 Campus	* M.Ed. Oral Exam and Add On Electronic Portfolio Presentations * Complete Course and Program Evaluations	* Print copy of Orals Questions if completing the M.Ed. program
July 18 WebCT Vista	* Electronic Portfolio Revision	* Final copy of Electronic Portfolio

WebCT course materials will be accessible at <http://webct.westga.edu> under the WebCT VISTA login. Students will not be required to come to campus for WebCT VISTA sessions, but will access the materials online wherever they choose. Internet access will be required!!!

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers or projects. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *UWG Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

Disciplinary procedures described in the latest *University of West Georgia Student Handbook* will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.