

Course Number: LIS 601

Course Title: PRACTICUM IN LIBRARY AND INFORMATION STUDIES –Instructional Technology Specialist--computers

Credits: 3 semester hours

Course Prerequisites: Completion of LIS core requirements (LIS 600, 620, 640, 615, and 650), and all required Instructional Technology Joint Concentration courses (LIS 616, LIS 647, CUI/LIS 672, CUI 610, SES 662, and either LIS 648 or LIS 645). Permission to take LIS 601 without completion of prerequisites must be obtained from the coordinator of Instructional Technology Joint Concentration.

For Whom Planned: Required for licensure by all 077 candidates.

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Catalog Description: Supervised field experiences in a school library/ media center with seminars. Credit required will vary with individual needs. Only 3 hours credit may count towards M.L.I.S. degree. (Graded on S-U basis)

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

Student Learning Outcomes:

On completion of this course, the student will be able to:

1. Apply knowledge gained from coursework, research, and independent study to instructional technology in K-12 settings.
2. Function in the various roles of the instructional technology specialist--computers, as defined by ISTE's standards for Technology Leadership Advanced Programs.
3. Extend understanding of the administrative and operational tasks involved in managing instructional technology.
4. Identify their areas of strength and areas for continuing improvement.

5. Develop professional attitudes and effective interpersonal relationships in the work environment.

Evaluation Methods and Guidelines for Assignments:

1. The length of time in the field assignment and course credit for practicum varies with individual student needs and objectives. Minimum time in the field for three (3) semester hours is 120 clock hours.
2. Maintenance of communications with both the faculty supervisor and the supervising administrator.
3. Development of a written date/time schedule, if assigned, for the required minimum time (see Proposed Time Schedule form). When possible, schedule should be submitted to the faculty supervisor and the supervising administrator at least one week prior to beginning assignment.
4. Development of written goals/objectives (see Goals/Objective Planning Form) to be achieved during the practicum experience. Goals/objectives are to be selected by the student and may include 3-4 projects/activities which can be completed during the time arranged. When possible, goals/objectives should be submitted to the faculty supervisor and the supervising administrator at least one week prior to beginning assignment for review and joint agreement. This may act as your Professional Development Plan.
5. Written description of strategies for each goal, plus an analysis of the achievement of individual goals. This will include perception of success, areas for continued learning, changes to be made.
6. Six hours observation of another instructional technology program(s) with written summation of observations and strengths of the program(s). (Preferably two half-day visits).
7. Video tape of a teaching experience with a written self-analysis of teaching techniques and effectiveness
8. Written evaluation and analysis of the overall practicum experience. This is not a description of what the student did, but what was learned over the course of the practicum period.
9. Student self-evaluation at the completion (see Practicum Evaluation Form).
10. Final conference with faculty supervisor.
11. Evaluation by supervising administrator (see Practicum Evaluation Form).
12. Students may wish to keep a field work log of their activities and their impressions of how they are (or are not in some cases) achieving their goals/objectives. The log will be instrumental in writing the final evaluation/analysis paper. The log is not to be turned in.
13. The supervising administrator on-site will direct and guide the activities of the student on a day-to-day basis. When students are in a situation without a supervising administrator, the principal or his/her designee will supervise the practicum experience. The faculty supervisor will maintain communications on an ongoing basis. A minimum of one visit will be scheduled both to provide opportunities to consult with the student and the supervising administrator and to provide the faculty supervisor an opportunity to observe the student working and teaching in the practicum setting.
14. Students will meet or confer with their faculty supervisor when developing their time schedules and learning objectives, and for an exit interview. Students are

encouraged to maintain ongoing communication with the faculty supervisor during the practicum experience.

15. The supervising administrator will assess student success according to the competencies included on the Practicum Evaluation Form or other criteria that may be agreed upon jointly. The student will also evaluate her/his own success using a copy of the Student Evaluation Form.

Grading: Grades are reported as “S” (satisfactory) or “U” (unsatisfactory). “S” grade indicates completion of requirements and submission of documentation including:

- Written time schedule form
- Written goals/objectives and plan for completion
- Video tape of teaching with self-analysis
- Written evaluation and analysis on goals/objectives achievement
- Evaluation form from supervising administrator
- Self-evaluation form

Text: Outside readings as assigned.

Topical Outline:

Week One of Semester: Meet individually with faculty supervisor to discuss program goals.

Week Two: Complete arrangements for practicum location and supervising administrator.

Week Two: Students submit proposed goals for practicum experience.

Weeks Three through Six: Meet individually with faculty supervisor to discuss goals and other experiences.

Week Eight through Fourteen: Scheduled observation of teaching by faculty supervisor; final conference with faculty supervisor.

GUIDELINES FOR DEVELOPING GOALS/OBJECTIVES

1. Review ISTE's Educational Computing and Technology Standards for Technology Leadership Advanced Programs and determine the areas where you need enrichment and/or improvement. If possible, choose one goal from three or four of ISTE's goal clusters which include (see ISTE's Matrix for specific goals within the clusters):
 1. Technology Operations and Concepts
 2. Planning and Designing Learning Environments and Experiences.
 3. Teaching, Learning, and the Curriculum.
 4. Assessment and Evaluation.
 5. Productivity and Professional Practice.
 6. Social, Ethical, Legal, and Human Issues
 7. Procedures, Policies, Planning, and Budgeting for Technology Environments.
 8. Leadership and Vision.
2. Goals/objectives should be developed for professional tasks or responsibilities. While much of the activity in the school may be at the support staff level, this experience will be most valuable in your professional development if you concentrate your efforts on professional tasks.
3. You can also use previous K-12 experiences, UNCG course work, and/or job advertisements to uncover additional gaps in your experience and course work that can be filled during a practicum, and schedule conferences with your advisor or practicum coordinator as needed for ideas for setting objectives. Once identified, they should be discussed with the supervising administrator. She/he may have additional suggestions, revisions, or deletions to discuss.
4. Use the format of the Goal Planning Form for each goal/objective. Total hours completed should equal a minimum of 120. It is recommended that you select between 3-4 goals and/or objectives for each experience.
5. As you are planning your goals/objectives, think about opportunities for your faculty supervisor to either contact you or meet with you at the work site. Discuss these options with your supervising administrator.
6. When advisable and possible, it is recommended to plan visits to other library/information center sites, including exemplary or successful programs, and other types of libraries. These visits will allow you broader opportunities to observe and converse with other professionals.
7. In the final analytical paper on your field experience, each goal or objective should be summarized with an evaluation and analysis/discussion of progress made or achievement. Any problems or barriers should be included in the discussion.

PRACTICUM RESPONSIBILITIES

The student will:

1. Work with the LIS practicum coordinator in designing and developing a field experience program appropriate to the individual's needs.
2. Develop specific goals and/or objectives for the practicum experience.
3. Follow the program and schedule that are developed to meet the goals/objectives.
4. Maintain regular communications with the faculty supervisor and the supervising administrator.
5. Keep a log of practicum experiences to include entries for all time periods worked.
6. Attend any planned seminars concerned with orientation, analysis, and evaluation of the practicum experience.
7. Complete evaluation of the practicum experience.
8. Be aware of and adhere to University and Departmental policies regarding practicum experiences.

The supervising administrator will:

1. Work with the faculty supervisor in developing a program and schedule for the individual student.
2. Orient the student to the general functions and goals of the school in regards to instructional technology.
3. Orient the student to the policies and procedures that govern the program and its employees.
4. Orient the student to the characteristics of the community and its users.
5. Orient the student to the profession and provide opportunities for participation in professional activities and personal professional development.
6. Provide the student with adequate space to work and store personal items.
7. Develop an overall plan to direct and guide the activities of the student with relationship to the library program and the student's goals/objectives.
8. Confer with the student and the faculty supervisor.
9. Participate in the evaluation of the student's performance and achievement of learning goals/objectives.

The faculty supervisor will:

1. Act as a liaison in acquainting the supervising administrator and other personnel with the nature and purpose of the practicum experience.
2. Work with the student in designing a practicum experience appropriate to the student's needs.
3. Assist in selecting the practicum site for the experience.
4. Communicate schedules for seminars and/or additional experiences as necessary.
5. Communicate to the student and the supervising administrator the expectations of the practicum experience.

6. Communicate with practicum sites and visit with the student/supervising administrator.
7. Promote a satisfactory working relationship among the student, the practicum site, and the LIS program.
8. Discuss evaluation of the practicum with the student and the supervising administrator.