

# School Library Media Administration Practicum

## Registration:

InsT 5090/6090: School Library Media Administration Practicum is set up as a variable credit course (1-6). Be sure to register for 3 credits when you register for the practicum in the summer semester as part of your endorsement program.

There are two issues here:

1. paying for the requisite number of credits – happens in the summer semester
2. completing the necessary experience – happens throughout the school year

Summer registration for the SLMA Practicum is the current expectation so that you are paying for a maximum of 6 credits each semester. However, part of our practicum expectation is for students to experience the actual environment for which they are in training. We view the SLMA practicum as the course designed to give each student first hand, on-site, practical knowledge of the subjects studied theoretically in other program courses. Since we have few students in our Utah schools in the summer, the majority of the actual practicum experience needs to be completed while students are in schools – during the regular Utah school year schedule. This does not coincide well with the USU summer semester schedule.

For the summer semester practicum experience, we will meet for one week on the Logan campus. We will meet Monday through Friday from 9:00 to 5:00. This is scheduled for the later part of June each year. For summer 2010, it will be June 21–25.

## Requirements:

- You must visit a minimum of THREE different school library media centers – one at each level (elementary, middle/junior, & high) each semester. They can be any type of school (i.e., primary, elementary, middle, K-8, junior, K-12, high, public, private). It is **strongly advised**, where feasible, to go to different schools at each level each semester. You may not count a visit to an academic, business, or corporate library.

If you do go to only one school at each level each semester, it is recommended that you visit each school more than once. This way you can see the evolution of the same center over time. It also means you are spending less time per visit, which some centers prefer and which may fit your own schedule better. You must be the judge of how you allocate your time to create the best experience for yourself while being considerate of the schools you visit.

- You will need a letter on official ITLS department letterhead to the school principal and another to the SLM specialist/teacher/aide. This means you will need to contact the SLM personnel at each school ahead of your first visit and schedule time(s) to meet. Then submit the necessary information (below) so the letters can be generated and you have the official letter in hand on the first visit.

Please be considerate of their professional obligations. Send an email with the necessary information to [sheri.haderlie@usu.edu](mailto:sheri.haderlie@usu.edu). Be sure to put 'SLMA practicum documentation' in the subject line.

Necessary information:

1. your name
  2. your mailing address
  3. name of each school with the name of the principal and the name of the SLM person
  4. where possible, the dates of your visits
- You will also need an official USU identification badge. You must do this through your local USU regional campus or distance education center. Start with the receptionist for your center. Tell them you need an official USU education photo ID badge. They will ask for photo ID from you – a driver's license works. There is also a \$10.00 fee. They will take your picture and send it to the card office here on the Logan campus. The Logan card office will create your ID badge and return it to your local center. It takes a few days for this process; be sure to plan sufficient time so you'll have your official ID badge for your first SLM center visit.
  - You must complete a minimum of 12 total hours of observation each of the three semesters. These should be divided as 6, 3, & 3.
    - A minimum of six hours should be completed at the level you are most interested in, are working at, or hope to work at.
    - A minimum of three hours should be completed at EACH of the other two levels.
    - A maximum of one hour can be counted by visiting a community public library.
    - A maximum of one hour can be counted by attending a recognized school district SLM faculty/staff meeting.

## **Documentation:**

You must keep a journal of your experiences, but the format is up to you. Your journal will be submitted during the one-week summer semester class time in Logan. Include an accounting of the hours spent, the date, and where they were completed. For this part, a form has been provided. Please have the school library media personnel sign the entry that involves them. For other documentation, we will observe the following guidelines from Larry Johnson at IUPUI. [This was copied 17 Sept 2008 from <http://eduscapes.com/sms/course/realitycheck.htm>.]

“Your ‘write up’ is very flexible and may include any of the following: questions and answers, a summary, photographs, selected quotes from interviews, myth vs reality, a

narrative of your experience, recommendations, conclusions, and/or whatever you find most interesting. Your project should go beyond the simple reporting of your experience. Let's bridge theory and practice by connecting your interviews with your course readings, the professional literature, and your personal and professional experiences. Compare yourself as a teacher librarian with the people you interview. Do you agree or disagree with their approaches and philosophies? Why? Provide specific examples and comparisons.”

You will have assignments from SLM program courses each semester that will direct some of your interactions. Beyond class assignments, any topic can be explored. Here is a list, but it is not meant to be all-inclusive. Do not be constrained by the list – ask whatever you want and need to know.

- intellectual freedom
- scheduling & other time management concerns
- program planning
- personnel
- budgeting/financial issues
- services offered
- collaboration
- policies & procedures
- collection development
- information problem solving techniques & models
- interaction with the principal & other administrators
- technology/equipment concerns
- human resources
- facilities
- professional associations
- information power
- role of school library media centers
- advocacy & promotion