

St. John's University

Founded by the Vincentian Community

Division of Library and Information Science

School Library Media Internship Handbook

For Interns and Supervisors

November 2002

8000 Utopia Parkway

Jamaica, NY 11439

(718) 990-6200

libis@stjohns.edu

www.stjohns.edu

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Introduction

Internships provide students in library and information science with a “structured preprofessional work experience which takes place during graduate course work or after work but preceding the degree, usually for a short amount of time” (Association for Library and Information Science Education). This experience provides the student with an opportunity to associate concepts learned in the classroom with concrete behaviors.

One of the goals of St. John's University's M.L.S. program is to provide an atmosphere of educational inquiry in which faculty and students may explore services of the library-information professions with an awareness of the contributions of other relevant fields. We also seek to offer a curriculum that embodies the knowledge, skills and attitudes that students need to serve successfully in a changing profession. This is consistent with the mission of St. John's University, inspired by St. Vincent de Paul's compassion and zeal for service.

Library science coursework provides the initial education and theoretical base for practice as an information professional. Further education and structured learning in entry-level positions is available through the internship program. Internships provide the opportunity to:

- gain work experience in a guided situation;
- obtain a practical overview of the working of a school library media center;
- enter a structured mentoring program;
- explore critical issues;
- further define career goals; and
- accelerate the career path

Please copy any forms as needed.

Completion Checklist (Interns should insert the date when each of the following requirements have been completed for their internship):

Semester Prior to Internship

- _____ Copy "Permission to Register for Internship" form on page 4
- _____ Meet with Associate Director (Dr. Pollicino) to review eligibility; get signature on form
- _____ Meet with Internship Coordinator (Dr. Everhart) for selection of host site; get signature on form
- _____ Interview with certified school library media specialist and any required administrators of host site
- _____ Complete any paperwork required of host site
- _____ Have Site Supervisor fill out "Organizational Application to Host Interns" on page 24 and attach a brief description of each potential job or project, their resume, and literature about the institution
- _____ Fill out "Internship Agreement" on pages 5-8 and obtain appropriate signatures
- _____ Return completed host application and internship agreement to Dr. Everhart
- _____ Meet with faculty advisor; get signature on "Permission to Register for Internship" form
- _____ Return "Permission to Register for Internship" form to DLIS office
- _____ Register for LIS 269A

Semester During Internship

- _____ Complete 150 hours
- _____ Attend 3 classes on campus
- _____ Complete log/journal
- _____ Complete essay based on 10 readings
- _____ Complete "Student's Evaluation of Internship" on pages 19-20
- _____ Make sure Site Supervisor's evaluation is sent to the Division
- _____ Turn in lesson plan to Internship Coordinator
- _____ Teach observed lesson
- _____ **Date all above requirements have been met**

Permission to Register for Internship – 269A
St. John's University
Division of Library and Information Science

Students planning on registering for LIS 269A are required to have completed all required courses, be in the last or next to last semester of their program, and meet specific requirements for 269A. (Refer to the Graduate Bulletin for details.) Students are also required to obtain the approvals of Dr. Nancy Everhart, the Internship Coordinator, and Dr. Elizabeth Pollicino, the Associate Director of the Division of Library and Information Science, the semester before the internship begins. Students who do not have an internship agreement on file the semester before the internship begins will be disqualified from continuing with the internship.

Present this form with the first two approvals to your advisor for signature when registering for classes.

Dr. Nancy Everhart

Date

Dr. Elizabeth Pollicino

Date

Advisor's Signature

Date

Return this completed form with all three signatures to the Office of the Division of Library and Information Science with your advisement form.

St. John's University
Division of Library & Information Science
Internship Agreement

Introduction

This Agreement is designed to guide the Interns studying at the St. John's University Division of Library & Information Science. It lists the Intern's goals and objectives, work area, assigned projects, and evaluation methods.

Participant Information

Student:

Name: _____ Social Security # _____
Street Address: _____
City _____ State _____ Zip _____
Telephone #: Day _____ Evening _____
Email: _____

Internship Site:

Organization Name: _____
Address: _____

Administrator's Name: _____ Title _____
School Library Media Specialist's Name: _____
Telephone number: _____ FAX: _____
E-mail address: _____

Intern Agreement:

Intern Signature: _____ Date _____
Site Supervisor Signature: _____ Date _____
Intern Coordinator Signature: _____ Date _____

Internship Agreement (cont'd)

Description

The Intern, the Site Supervisor, and the Internship Coordinator must complete and sign the agreement before the Internship begins. The Intern is responsible for completing the Internship Agreement with the advice of the Site Supervisor and Internship Coordinator.

1. Description: Describe the responsibilities for the Internship--projects, programs, experiences. Attach an additional page if necessary.

2. Goals: What do you expect to learn? Be specific and concrete! How will this differ from what you have learned in the classroom?

3. Theory into practice: Identify one theory or abstract concept learned in the classroom which you will apply to practice as an Intern. How will that theory or concept be applied?

4. Skills: Identify specific skill(s) you will practice as an Intern.

5. Concentration: Identify how the Internship will improve your knowledge of practice in your selected concentration.

Internship Agreement (cont'd)

6. **Interpersonal Behaviors:** Identify one change you wish to make in the way you work with others (Students, teachers, administrators, staff). Describe how the Internship will provide a structure for achieving that change.

7. **Other Objectives:** Do you have any other purposes to be realized while serving as an Intern? Describe them.

8. **Project Description:** List the work you will be assigned as an Intern. Include any special projects to which you will contribute time and effort. Attach additional sheets as needed.

9. **Intern Supervision:** Describe the role of your Site Supervisor at the host organization, specifying:
1) the orientation, 2) the nature of instruction, 3) the supervision, and 4) the evaluation techniques to be provided.

This agreement must be filled out, signed, and on file in the Division before the Internship can begin.

The Internship

The internship is intended to provide students with a preprofessional experience that demonstrates the work in the field of library/information science and applies theory and knowledge learned in class.

At St. John's University the internship is a three-credit, graduate level course (LIS 269A). This is a pass/fail course and requires completion of 150 hours of work in the field along with written assignments. The Agreement forms a partnership of students, Intern supervisors, and the Division. The approach of the structure and procedures of the Division's internship is to place the burden on students for the quality of their internship and its site. Hosts ensure that the Intern has a quality learning environment, and the Division evaluates the Intern's performance in consultation with the Intern supervisor.

A preliminary selection of a site is made by the student in the semester prior to registration for the internship. All students must be supervised by a fully-certified school library media specialist. The Internship Coordinator assists the student with site selection. The course (LIS 269A) is taught by the Internship coordinator, who is a member of the full-time faculty. The coordinator meets with the intern class three times during the semester and monitors students' individual progress as Interns.

Preliminary Criteria

Students are encouraged to select sites that match their career objectives. Interns in St. John's University M.L.S. program must meet the following criteria:

Maintain a 3.0 grade point average or above.

Have completed the core courses.

Have completed most electives or be in the last semester of the 36-credit program.

Have written permission of the Internship Coordinator, Associate Director of the Division, and their advisor.

Meet any special host site requirements, including: citizenship, security requirements, course requirements, and concentration.

Benefits

What do sites gain from an intern?

1. Prescreened candidates whose course of study, interests, and career goals match the host site's needs.
2. A person with professional training who is eager to work.
3. The opportunity to preview a potential staff member in actual work situations without direct cost or long term commitment (interns are not normally paid).
4. An extra mind, with professional preparation, who can undertake projects that regular staff seldom have time to do.
5. An opportunity to experiment with new procedures or services while minimizing the reassignment of staff.
6. An opportunity to expose your staff to new ideas and perspectives.
7. Certificates for tuition remission at St. John's University.
(Site supervisor's receive a voucher for one and one-half credits of tuition at St. John's University.)
8. The opportunity to improve professional practice by providing concrete, real-life experience for a novice professional.

Benefits to the student include:

1. Experiencing the real world of professional practice.
2. Translating the generalizations and theoretical abstractions of the classroom into the concrete terms of professional practice.
3. Awareness of new developments in the field.
4. An opportunity to provide a service to the professional community.

Benefits for the Division include:

1. Additional contact with practitioners.
2. Visibility for the M.L.S. program and its curriculum.
3. Faculty awareness of new developments in the field.

Responsibilities

Faculty Advisor

All students have a Faculty Advisor who guides their academic experience throughout their program. The St. John's University professors who teach the LIS courses are the faculty advisors for students.

- Registers students for LIS 269A;
- Assesses host sites;
- Reviews the student's selection of a site, the student's resume, and evaluates the Internship Agreement.

Internship Coordinator - Dr. Nancy Everhart

LIS 269A is taught as a course. The Instructor is full-time member of the faculty. Briefly, the Coordinator:

- Assesses host sites
- Approves the Internship Agreement;
- Ensures that a copy of the signed Internship Agreement is in the student file before the internship begins;
- Schedules the dates for the three class sessions;
- Convenes the class for three sessions during the semester;
- Monitors students during the internship;
- Is the primary liaison with host sites;
- Makes site visits;
- Receives the Intern supervisor's evaluation of an intern;
- Receives and grades written assignments as specified in the Internship Agreement;
- Determines the final grade;
- Ensures that the site supervisor and student receive a copy of the Internship Agreement.

The Associate Director of the Division - Dr. Elizabeth Pollicino

- Assesses the student's record prior to registration to ensure prerequisites are met;
- Supervises maintenance of the files about host sites;
- Monitors student evaluations of their internship experiences to ensure consistency and quality across all course sections of the internship and sites.

Responsibilities (cont'd)

Site Supervisors

- Interview and select interns;
- Approve the Internship Agreement;
- Orient the Intern to the organization;
- Help Interns identify potential projects at the site;
- Supervise the Intern's work;
- Report problems and progress to the Internship Coordinator;
- Evaluate the Intern using the appropriate form.

Division's office staff

- Send handbooks and cover letters to potential internship sites;
- Provide handbooks in the Division's office;
- Maintain internship site notebook under the supervision of the Internship Coordinator;
- Maintain student records, file internship agreements and evaluations.

Students (Interns)

- Meet with the Associate Director and Internship Coordinator to review eligibility prior to registering for internship;
- Apply to sites as though applying for a professional position;
- Select the site, develop the Internship Agreement and solicit approval of it by the Internship Coordinator and the Site Supervisor;
- Register for LIS 269A;
- Arrange an on-site interview for themselves the semester before the internship begins;
- Give a copy of the final Internship Agreement to the Site supervisor;
- Attend three class sessions taught by the Internship Coordinator;
- Complete assignments at the site; complete evaluation form.

Course Descriptions

269A School Media Center Internship (Practicum)

Prerequisites: Be in the last semester of coursework and have all required courses, LIS 234, LIS 217 and permission of the Associate Director and Internship Coordinator.

A supervised and observed professional experience combining theory and practice in a school media center. Regular meetings of the Internship participants are held, and reports are presented. (Librarians seeking School Media Specialist Certification who have the M.L.S. degree either from St. John's University or another accredited library school, but have not taken the approved School Media Certification Program of the Division, must complete two of the courses in this Program before being allowed to register for our University sponsored Internship [practicum]. Credit: 3 semester hours.

Frequency

The course is offered every semester. The credits are considered to be based at the St. John's Campus no matter where the internship is done. Students registered for Internships also meet three times per semester as a class.

Requirements

Specific Course Objectives

The Internship Agreement requires that specific objectives be established for each Intern and agreed upon by the Host and the Internship Coordinator before the Internship is begun.

Topical Outline

There is no fixed set of topics/experiences that must be covered during the Internship, however suggested tasks can be found on page 18. Interns should complete as many of these professional tasks as possible. Interns should function as a professional as much as possible. Teaching and collaboration activities are especially encouraged. The intern shall teach at least one class under observation by the internship coordinator. Guidelines for planning and executing the class can be found on pages 30-31. Individual Internship Agreements will outline specific details about the experiences and projects that each individual Intern will undertake.

Tasks

The exercises and tasks assigned to Interns are negotiated individually as part of the Internship Agreement, and possible assignments are outlined in this document.

Assignments and Readings

Students are given an Internship Handbook during the semester in which they begin to seek a host site. The Interns are expected to read and apply the information in the Handbook.

The Intern must gather and read published and unpublished information concerning the Host organization.

1. Essay

The Intern must also identify and read a **minimum of 10 articles** concerning the work assigned by the Site Supervisor. The Intern will prepare an essay about the host organization and the work completed there, referring to the literature read in preparation for that work. Supervisors are encouraged to recommend appropriate articles. The essay should be a minimum of five pages, word processed, double spaced, with margins no wider than one inch. Font should be Helvetica or Times - 12 point. All articles should be cited on a separate page at the end of the essay in MLA format. Sample essays are available for students to examine in the Internship Coordinator's office by appointment.

Requirements (cont'd)

2. Log/Journal

The student will also maintain a journal of work and hours completed by day for the entire Internship period. Record work experiences. Outline what you accomplished and learned and comment on contrasts and similarities between classroom knowledge and actual practice. They include comments about supervision, the organization, and interpersonal relations. Sample journal entries follow:

Sample school library media internship log entry:

10/15/02 9 AM to 1 PM (4 hours)

Today was the birthdays of Roald Dahl and Milton Hershey. Miss Clemens seized this opportunity to bring Charlie and Chocolate Factory into her lesson. Miss Clemens read selections from a few of Dahl's books including The Twits and Charlie and the Chocolate Factory. She also showed the children a biography of Milton Hershey and spoke briefly about biographies. And this lesson would not be complete without a piece of Hershey's chocolate for everyone.

Miss Clemens is very conscientious about calendar events she can incorporate into her lessons. Her files are choc-filled with special dates of all the months of the school year. She has invited me many times to make copies of her files before I leave this internship. Just another example of how generous this profession really is.

3. Student Evaluation

The student will complete a student evaluation of internship form found in the Handbook on pages 19-20. The Division uses these evaluations to assist in determining the quality of sites and whether or not to recommend them to future interns.

Criteria for Evaluation of Student Performance

Academic evaluation is completed by the Intern Coordinator on the basis of the Intern's goals and objectives, completion of the journal, and the internship essay. These factors are considered in arriving at a grade of pass or fail. All items must be submitted for evaluation by the Internship Coordinator. Grades for 269A are Pass/Fail.

Factors Considered in Assigning a Grade:

Work (Based on Supervisor's Evaluation)	55%
Internship Essay	25%
Log/Journal	10%
Seminar Attendance	10%

Requirements (cont'd)

Interns should:

- be professional;
- work to the best of their ability;
- conform to policy and procedures of the host;
- complete assigned tasks;
- follow the Internship Agreement;
- attend seminar meetings;
- learn to apply classroom knowledge to practice in the field.

Host organizations and the Site Supervisors should:

- provide an effective orientation to the organization;
- treat the Intern as a professional member of the staff;
- provide thorough training for tasks and procedures assigned the Intern;
- adhere to the Internship Agreement;
- participate as a teacher in the professional education of the Intern.

Nondiscrimination Policy

St. John's University has guidelines pertaining to hiring, affirmative action, and sexual harassment. The Division requires host sites to adhere to these guidelines. If an Intern encounters discrimination or sexual harassment, the Internship Coordinator or Director should be notified immediately.

Policy of Nondiscrimination

St. John's University does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, marital status, or disability in admitting students to its programs or in administering its educational policies, admission policies, scholarship and loan programs, athletics and other institutionally administered programs or activities generally made available to students at the University. In addition, the University continually strives to fulfill its educational goals by maintaining a fair, humane, responsible and non-discriminatory environment for all employees and students.

St. John's University has and will continue to comply with the various applicable laws relating to civil rights and will afford an equal opportunity for an education without regard to sex, race, age, creed, color, national origin, marital status or disability.

The Compliance Officer for St. John's University is Ms. Eileen Devine, Office of Human Resources, Tel. (718) 990-6333.

Policy on Sexual Harassment

The University's policy of providing equal opportunity to faculty, students and staff mandates that present and prospective members of the University community be judged solely on criteria relating to credentials and academic or job performance. Sexual harassment is inimical to an appropriate working and learning environment and will not be tolerated. Sexual favors may not be required either explicitly or implicitly as a term or condition of an individual's academic progress or employment.

Sexual harassment of employees by supervisors or of students by faculty or administrators that imposes a requirement of sexual cooperation as a condition of employment or academic advancement or which creates an intimidating, hostile or offensive working or learning environment is prohibited. The University will promptly investigate complaints of sexual harassment and, when necessary, will institute disciplinary proceedings against the offending individual.

Complaints of sexual harassment may be brought to the University's Compliance Officer, Ms. Eileen Devine, Office of Human Resources, Tel. (718) 990-6333.

. Complainants are assured that problems of this nature will be treated in a confidential manner.

Students with F-1 Visas

Students with F-1 visa status can be placed as Interns, provided that the work is part of the program of classroom study and it is a structured, supervised off-campus experience. Host sites have the right to reject Interns who are not permanent residents or U.S. citizens, if security so warrants. International students (F-1 visas) may have restrictions placed on their acceptance of paid Internships.

If there is any question at all about an International student doing an Internship, the instructor/faculty advisor should contact Student Services.

Key Names and Numbers

		E-mail	Telephone #
Dr. Nancy Everhart	Faculty & Intern Coordinator	nancye@ptd.net	718-990-1454
Dr. Sherry Vellucci	Director	velluccs@stjohns.edu	718-990-1455
Dr. Elizabeth Pollicino	Associate Director	pollicie@stjohns.edu	718-990-1457 631-218-7807

Liliane Blattner	Division Secretary		718-990-6200
Joanne Heiser	Division Secretary		718-990-6209
Abby Soria	Division Secretary		718-990-6589

Dr. Nancy Becker	Faculty	beckern@stjohns.edu	718-990-1452
Dr. Marilyn Kaye	Faculty	mjk719@aol.com	718-990-1458
Dr. Bella Hass Weinberg	Faculty	weinberb@stjohns.edu	718-990-1456

Division's Fax # (718) 990-2071

Possible Tasks for School Library Media Interns

<i>Instruction</i>	Performed			Observed		
Bibliographic instruction - group	frequently	some	none	frequently	some	none
Bibliographic instruction - individual	frequently	some	none	frequently	some	none
Reference	frequently	some	none	frequently	some	none
Create lesson plans	frequently	some	none	frequently	some	none
Create learning stations	frequently	some	none	frequently	some	none
Collaborative planning with teachers	frequently	some	none	frequently	some	none
Storytelling	frequently	some	none	frequently	some	none
CD-ROM searching/teaching	frequently	some	none	frequently	some	none
Internet searching/teaching	frequently	some	none	frequently	some	none
OPAC searching/teaching	frequently	some	none	frequently	some	none
Administration						
Budgeting	frequently	some	none	frequently	some	none
Complete reports	frequently	some	none	frequently	some	none
Schedule facility	frequently	some	none	frequently	some	none
Supervise/schedule audiovisual media	frequently	some	none	frequently	some	none
Evaluate school media programs	frequently	some	none	frequently	some	none
Public Relations						
Bulletin boards/displays	frequently	some	none	frequently	some	none
Program planning	frequently	some	none	frequently	some	none
In-service training	frequently	some	none	frequently	some	none
Creation of reading lists/bibliographies	frequently	some	none	frequently	some	none
Promote library to students	frequently	some	none	frequently	some	none
Promote library to faculty	frequently	some	none	frequently	some	none
Promote library to administration	frequently	some	none	frequently	some	none
Collection						
Materials selection	frequently	some	none	frequently	some	none
Collection development	frequently	some	none	frequently	some	none
Circulation (manual)	frequently	some	none	frequently	some	none
Circulation (automated)	frequently	some	none	frequently	some	none
Inventory	frequently	some	none	frequently	some	none
Weeding	frequently	some	none	frequently	some	none
Cataloging	frequently	some	none	frequently	some	none
Processing	frequently	some	none	frequently	some	none
Professional						
Faculty meetings	frequently	some	none	frequently	some	none
Department/curriculum meetings	frequently	some	none	frequently	some	none
Regional library meetings	frequently	some	none	frequently	some	none
Production/Computer Work						
Create/update library website	frequently	some	none	frequently	some	none
Computerized reading programs	frequently	some	none	frequently	some	none
Desktop publishing	frequently	some	none	frequently	some	none
Create audiovisual media	frequently	some	none	frequently	some	none
Word processing	frequently	some	none	frequently	some	none
Database management	frequently	some	none	frequently	some	none
Supervision						
Supervise clerical help	frequently	some	none	frequently	some	none
Supervise volunteers	frequently	some	none	frequently	some	none
Maintenance						
OPAC maintenance	frequently	some	none	frequently	some	none
Circulation system maintenance	frequently	some	none	frequently	some	none
Card catalog maintenance	frequently	some	none	frequently	some	none
General clerical tasks	frequently	some	none	frequently	some	none
Shelf maintenance	frequently	some	none	frequently	some	none
Repairs	frequently	some	none	frequently	some	none

List other tasks performed on back of this sheet

St. John's University
Division of Library & Information Science
Student's Evaluation of Internship

Please type or print:

Name of Intern: _____ Semester : _____

Name of Host Site: _____ Name of Site Supervisor: _____

LIS 269A Internship Coordinator _____ Faculty Advisor _____

1. How meaningful was this Internship to your career and professional development?
Explain below.

2. What do you consider the most outstanding aspects of this Internship?

3. What do you consider the least valuable aspect of this Internship?

4. How well did the experiences and time spent match the Internship Agreement?
Explain below.

Student's Evaluation (*cont'd*)

5. How well did the Division provide direction and feedback about your Internship? Explain below.

6. Did you receive enough instruction and feedback on the job and how was it conveyed to you? (e.g. written/oral, formal/informal, etc.) Explain below.

7. Would you recommend this site for other Interns? Why or why not?

8. Would you recommend your supervisor for other Internships? Why or why not?

9. Any additional comments?

Please mail/Fax/E-mail this two weeks prior to the end of the semester to:

Dr. Nancy Everhart, Internship Coordinator or
Division of Library & Information Science. [Fax # 718-990-2071]
St. John's University
8000 Utopia Parkway
Jamaica, NY 11439

Applying to Be a Host Site

To qualify as an internship site, a school must have:

- A professional (certified school library media specialist) with appropriate qualifications to supervise the intern.
- Work or special projects of a professional character that will meet the learning objectives of the Intern and the Division.

Application Materials

- 1) Applications to become a host site can be submitted at any time. Complete the **Organizational Application to Host Interns** form on page 24 in this Handbook.
- 2) Attach (1) current literature about the Institution, (2) a brief description of each potential job or project for the internship and (3) a brief vita or resume for each supervisor of Interns.
- 3) Mail the requested information to the Division. The Division maintains a notebook of internship sites. Students search it for suitable projects, locations, and types of organizations. A member of the Division's faculty may visit potential sites. The Internship Coordinator may interview the prospective site supervisor, often by telephone.

Selecting an Intern

The Site Supervisor receives applications from potential interns; arranges interviews; evaluates candidates; and selects interns. The criteria for selection should be based on the needs of the host site. The intern supervisor and the interns negotiate an internship agreement.

Paperwork

Once a site has applied and been accepted, paperwork is minimal. Intern supervisors are asked only to:

- Review and approve the Intern's Internship Agreement
- Complete an end of semester evaluation of the Intern

Students

In the semester before the one in which they take LIS 269A (Internship), students select potential sites, submit resumes to them, and arrange an on-site interview for themselves. Students must have approval from the Internship Coordinator and the Division's Associate Director before applying to sites. Sites may reject students who apply if their credentials (e.g., courses taken) are not a good match for site requirements.

Supervising an Intern - Supervisor's Responsibilities

- Provide an orientation to the entire organization, its policies and regulations, as well as appropriate introductions to other personnel; this will assist Interns in comprehending their work and the organization in which it is completed.
- Arrange a mutually agreeable schedule for the completion of 150 hours of work in one semester.
- Adhere to the Internship Agreement so that the Intern's objectives are achieved.
- Periodically verify the Intern's progress. There should be no surprises in the final evaluation.
- Interns are to be treated as professional members of the staff. Invite them to meetings, workshops, and other professional activities held at the site.

Interaction with the Division

The Internship Coordinator is responsible for maintaining contact with the site and the Intern to monitor the experience. Site visits are at the discretion of the Internship Coordinator.

Completion Checklist (Supervisors should insert the date when each of the following requirements have been completed regarding the internship):

Semester Prior to Internship

- _____ Interview intern
- _____ Give intern any paperwork required of your site
- _____ Fill out “Organizational Application to Host Interns” on page 24 and attach a brief description of each potential job or project, your resume, and literature about the institution.
- _____ Review and sign “Internship Agreement”

Semester During Internship

- _____ Orient intern to institution’s practices and procedures, not limited to the area which the intern is assigned
- _____ Monitor intern’s hours (150 hours for school library media interns)
- _____ Complete “Supervisor’s Evaluation of Intern” page 25 and send to Division two weeks prior to the end of the semester
- _____ Review lesson plan with intern
- _____ Schedule time for intern to teach lesson that will be observed and evaluated
- _____ **Date all above requirements have been met**

St. John's University
Division of Library & Information Science
Organizational Application to Host Interns

Note: Please complete one form for each separate department or division

Name of Organization _____
Department/Division/Unit _____
Street Address _____
City _____ State _____ Zip _____
Contact Person _____ Title _____
Phone (____) _____ FAX (____) _____
E-mail _____
Chief Administrator: Name _____ Title _____
Phone (____) _____ FAX (____) _____
E-mail _____

Type of setting (check all that apply):

Elementary School Middle School
 High School Public School Private School
 Other Grades in School _____

Check all semester(s) during which you can host an Intern:

Fall Semester (mid-September until calendar year end)
 Spring Semester (late January to early May)
 Summer Semester (early June to late August)

Signature _____ Title _____ Date: _____

Please attach (1) current literature about the Institution, (2) a brief description of each potential job or project, and (3) a brief vita or resume for each supervisor of Interns.

Send this application and all accompanying materials to Dr. Nancy Everhart, Division of Library and Information Science, St. John's University, 8000 Utopia Parkway, Jamaica, NY 11439

Supervisor's Evaluation of Intern

Please Type or Print

Name of Intern: _____ Semester: _____

Name of Host Site: _____ Supervisor: _____

Part I

Briefly describe the intern's work assignment as outlined in the Internship agreement.

Part II

1. Was the assigned work performed satisfactorily?

2. Did the Intern demonstrate the ability to learn?

3. What quality of decision-making was demonstrated by the Intern?

4. Did the Intern show enthusiasm for work?

Supervisor's Evaluation of Intern (cont'd)

5. Was the Intern dependable?

6. How organized was the Intern?

7. Was the Intern creative?

8. Did the Intern display initiative?

9. Please rate the Intern's overall performance:

___ Above average ___ Average ___ Below average

10. How effective are the Intern's communication skills?

A. Writing ability

B. Oral/Speaking ability

Supervisor's Evaluation of Intern (cont'd)

11. Did the Intern demonstrate any professional growth during the Internship?

12. In what areas does the Intern need to improve?

13. Would you recommend this Intern to a prospective employer?

14. If you had an open position, would you hire this Intern?

15. What grade would you recommend that the Intern be given? Pass Fail (circle one)

16. Please provide any further comments necessary to give a complete picture of the Intern's performance.

Has this report been discussed with the Intern? ____ Yes ____ No

Name: _____ Title _____

(Signed) _____ Date _____

Please mail/Fax /E-mail this two weeks prior to the end of the semester to:

Dr. Nancy Everhart, Internship Coordinator
Division of Library and Information Science
St. John's University
8000 Utopia Parkway
Jamaica, NY 11439
Fax (718)99-2071; E-mail: nancye@ptd.net

School Media Intern Teaching Evaluation

Name of Intern: _____

Semester: _____ Date(s) of Observation: _____

Name of Observing Instructor: _____

Lesson: _____

Preparation: _____

Content: _____

Presentation Techniques: _____

Responses: _____

School Media Intern Teaching Evaluation (*cont'd*)

Strengths: _____

Limitations and Recommendations: _____

Additional Comments:

TEACHING EVALUATION

Students should use this rubric to plan and implement their lesson and supervisors should use it to evaluate interns

4	3	2	1	0	Comments
LEARNER ANALYSIS					
1. Has comprehensive paragraph analyzing learners which includes age, entry level competencies, subject level, learning styles and any special considerations. Shows substantive knowledge of educational theory.	Includes most of the paragraph requirements. Shows Knowledge of educational theory.	Includes most of the paragraph requirements. Shows little knowledge of educational theory.	Includes some of the paragraph items.	No learner analysis	
LESSON PLAN					
2. Contains all required components: Enough detail is provided so anyone could teach the class.	Contains most required components. Enough detail is provided so anyone could teach the class.	Contains most required components Not enough detail for outside teacher.	Contains some required components. Not enough detail for outside teacher.	No lesson plan.	
3. Objectives are written in terms of the learner and are measurable. They are directly related to subject matter presented and related to learner analysis.	Objectives are written in terms of the learner. They are directly related to the subject matter presented and related to learner analysis.	Objectives are vague. They are somewhat related to the subject matter presented and learner analysis.	Objectives are vague and unrelated to subject matter presented.	No objectives.	
4. Lesson's method is determined by learner and analysis and objectives. Materials are appropriate.	Lesson's method is determined by objectives. Most materials are appropriate.	Lesson's method is somewhat determined by objectives. Materials are appropriate.	Lesson's method is unrelated to objectives. Too few or too many materials are used and unrelated.	No method provided.	
IMPLEMENTATION					
5. A clear, well-designed handout is included which reinforces the lesson. Shows creativity	A handout is provided that reinforces the lesson.	A handout is provided. Relationship to lesson questionable	Handout provided is unclear and contains errors.	No handout.	

6. Visual aids used enhance the lesson and reinforce learning. They are clear and able to be seen by all. Instructor has set up equipment properly and is comfortable using it.	Visual aids enhance the lesson. They are clear and able to be seen by all. Instructor comfortable with equipment	Visual aids relate to the lesson but may be unclear or used at inappropriate times.	No visual aids	Visual aids distract from the lesson.	
7. All learners are actively involved. Instructor elicits responses and gives immediate feedback. Instructor has excellent rapport with class, uses eye contact, friendliness, positive body language	Most learners are actively involved. Instructor has good rapport with class. Eye contact and positive body language maintained.	Some learners actively involved. Instructor has average rapport with class.	One or two learners actively involved. Instructor avoids eye contact with class, avoids proximity to class, movements are stiff.	Instructor is oblivious to learner involvement. Obvious discipline and classroom control problems are present. Instructor unable to teach.	
8. Instructor manages class time so that all material is covered and pacing is even. Class runs to within 5 minutes to end of period. Excellent adherence to lesson plan.	Instructor manages class time so that all material is covered. Class runs overtime or under time between 5 and 10 minutes. Good adherence to lesson plan.	Instructor manages class time so most material is covered. Class runs overtime or under time between 10 and 15 minutes. Adherence to lesson plan.	Class is uneven – either too fast paced or too slow. Class runs overtime or under time by more than 15 minutes. Little adherence to lesson plan.	No lesson is presented.	
9. Evaluation mechanism in place related to objectives. Comprehensive and clear.	Evaluation mechanism in place related to objectives. Needs more detail.	Evaluation mechanism in place somewhat related to objectives. Needs more detail.	Evaluation mechanism not related to objectives. Sketchy.	No evaluation mechanism	
PAPER					
10. Written product is clear and free of grammatical and spelling errors. Adequate detail is provided. Annotated bibliography of sources is attached. Notes as to which sources were most helpful. Correct style is used. At least 2 sources were consulted.	Written product is clear and free of grammatical and spelling errors. Adequate detail is provided. Annotated bibliography of sources is attached. Notes as to which sources were most helpful. Correct style is not used. At least 2 sources were consulted	Written product is clear and free of grammatical and spelling errors. Some detail. Annotated bibliography of sources is attached. Correct style is not used. At least 2 sources were consulted.	Annotated bibliography of sources is attached. Limited detail. Correct style is not used. At least 1 source was consulted	No written product	

