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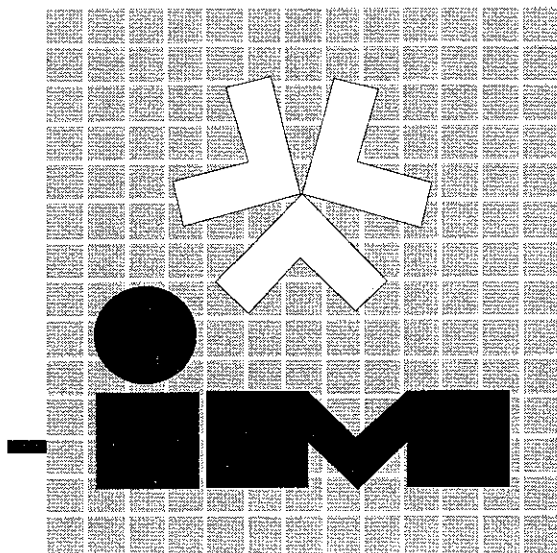
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information media news

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Dean's Corner

It is with great pride, but also great regret that I write to you on the theme of "Defining a Professional for the New Millennium." Two of CIM's valuable professionals will be limiting their association with us this spring. These two individuals are Doreen Keable, who will be retiring in May after twenty-five and a half years, and Dennis Fields, who will go on phased retirement beginning next fall semester after twenty-nine years.


It has been my pleasure to have known and worked with these two fine people for three of those years. In discussions with students and alumni, I have learned about the tremendous impact they have had on the lives of information media professionals. CIM, LR&TS, SCSU, and the State of Minnesota have benefited greatly by their contributions in the classroom, in the advising of students, in their leadership roles at SCSU, and in their participation in regional, state, and national organizations.

Please join me in wishing both Dennis and Doreen the very best. They will be missed. We are grateful for their efforts to place us in a position of strength as CIM continues its role of educating information media professionals for the new millennium.



Dr. Kristi Tornquist

**Best wishes to all for a
productive, enjoyable
summer!**

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CIM News

This edition of IM News is being devoted to what it means to be a part of a profession. Certainly, by reading through the newsletter you will immediately see that there are many aspects to the term profession or professionalism. As a profession, for example, we generally agree upon a body of knowledge that we claim as a part of our field. We have agreed upon standards that we strive to maintain. In some cases, a profession will also police itself to maintain high levels of performance and ethics. Nationally, Information Power provides us with the standards we strive for in school media centers and the competencies created by the American Society for Training and Development (ASTD) and the International Board of Standards for Training, Performance and Instruction (ibstpi) are used in the human resource development/training professions. At the university we meet standards of prestigious accreditation organizations such as NCATE thus giving our programs of study credibility for the students and future employers. Standards are often the outgrowth of our professional organizations – another characteristic of a profession, of course, being that as professionals we belong to professional organizations.



Dr. Doreen Keable

In this issue of IM News Dennis Fields has shared with us the standards for training and development. Luther Rotto has written about the new licensure requirements that will go into place next year in the state of Minnesota—another important aspect of maintaining standards. You will meet one of our graduates, a professional in the field of training and development, who will share with you some of her thoughts on her work as a professional. And, finally, you will be invited to join professional organizations.

This will be my last column in IM News since I will be ending my career at St. Cloud State University in May. I would like to thank each and every one of you for providing me with the wonderful opportunity to be a part of your lives and professions during the past twenty-five years. You have enriched my life immeasurably. I wish all of you well.

Join the Central Minnesota Training and Development Group

The Central Minnesota Training and Development Group is a local professional organization which meets from 11:30 to 1:00 the first Thursday of every month to promote professionalism in the areas of training and instructional design. The meetings take place at Frigidaire, 701 33rd Avenue North in St. Cloud. Meetings are free to members. Non-members can pay \$5.00 at the door. If you would like to attend a meeting, call 320-253-1212, Ext. 1450. Membership information is available by calling Nancy Myers at 320-240-6239.

An Invitation to Join MEMO

by **Al Edwards co-president, MEMO**

I am excited to have this opportunity to speak with the students, the candidates for licensure in information media. As this issue of your publication focuses on "professionalism", I would like to take this time to invite each of you to join the Minnesota Educational Media Organization (MEMO)- your professional organization. Being a professional connotes something more than simply puttin' in your time, punchin' the timeclock. The word "professional" brings to mind a person who displays a high degree of commitment, one who is concerned with issues that affect the profession, one who keeps up with trends and new ideas that are shaping the profession. Such an individual might contribute towards the professional growth of others in the field by presenting at conferences, writing articles in professional journals or by taking a leadership position in the organization. MEMO is the organization for media professionals. It is as strong as the members that belong to it. We need your membership to maintain a healthy, vigorous presence in the state. We offer you support, collegiality and a wide variety of experiences to share. Be a part of us-join MEMO today! Editor's note: you can reach Al Edwards at aedwards@osakis.k12.mn.us



Defining a Professional for the New Millennium

by Dennis Fields

The challenges faced by business or government professional trainers, instructional designers and performance improvement specialists in the New Millennium will be similar, if not the same as those encountered by the school media specialists or technologists. Clearly, both will be required to be highly competent in their specialty, willing to be continuous learners and flexible. However, this article will focus on professional credentialing of the previously mentioned professionals.

The International Board of Standards for Training, Performance and Instruction (ibstpi) has developed competencies for trainers, instructional designers and training managers that are now being used for certification, benchmarking and developing competency models. It is from this perspective that I will attempt to describe some of where and what professionals might expect in the future regarding professional certification and licensing.

Presently ibstpi has teamed with Chaunacy, a division of Educational Testing Service, (ETS) to develop certification for Certified Technical Trainers (CTT) and Certified Professional Development Trainers (CPDT). Both of these certification tests are grounded in the ibstpi Instructor Competencies. Each of these certifications, has a knowledge and performance component; furthermore, these certifications have been in effect for five years and are gaining in popularity each year. CTT and CPDT follow the individuals passing the tests, therefore are not industry specific.

Ibstpi, Chauancy, and other testing organizations are exploring future certification for instructional designers and training managers. The instructional design and training manager competencies are in the process of being revised based on rigorous research and the surveying of professionals in their respective fields. The revision of the instructional design competencies is nearly complete, and these competencies will make their debut in a new book, which should be on the market sometime in the summer of 2000. There is discussion of developing certification tests for both instructional design and training managers in the future.

In conclusion, professionals in the New Millennium can expect to face an environment of continuous change, and attention to credentials, competencies and certification. At the same time, future professionals will be expected to have a solid formal education, and continue to upgrade their knowledge and skills throughout their careers.

The 21st Annual Children's Literature Workshop

The 21st Annual Children's Literature Workshop will feature author / illustrator **David Wisniewski** and author **Mary Casanova**.

Julie Jensen, former member of the NCTE Orbis Pictus Award Committee, will discuss nonfiction books for the classroom. **Gertie Geck** will bring us up to date with new and award-winning books for 1999-2000 and **Story Theater**, an intergenerational readers' theater program in the Robbinsdale schools, will lead our storytelling session. Small-group presenters will be **Carolyn Olson** (Once Upon a Quilt), **Judy Rotto** (Reading Buddies), and **LaVona Sherarts** (Artist Books).

Join us June 19 and June 20, 2000, at the Kelly Inn in St. Cloud. A one-credit option is available. Registration/check-in will begin at 8:00 am Monday, June 19.

For more information please call (320) 202-1831 or visit our web site: lrs.stcloudstate.edu/cim/clw



Media Licensure Changes

by Luther Rotto

You may have heard recently that the new rule for licensure in library/media permits "unlicensed teachers" to be media persons in our schools. Or perhaps it was phrased, "You don't need to have a teaching license to be a media person anymore!" This is definitely NOT the case. But the changes wrought by the new rule are only slightly less drastic than that.

What follows is an overview of what I perceive are the important issues and effects of the Minnesota Board of Teaching (BOT) revised licensure rules currently in force. What at first seemed a fairly subtle change in approach has become a major shift in the rules. This shift has wide ranging implications for our profession because it affects the new entrants to our ranks.

First, please go to:

<http://www.revisor.leg.state.mn.us/arule/8710/4550.html> to see the rule. Then compare its "subpart 2" to the same subparts in almost any of the other rules for the established teaching areas (found listed at <http://www.revisor.leg.state.mn.us/arule/8710/>). Here are some points to look for/consider:

1. Subpart 2:B of the rule states clearly that the library/media specialist "shall... demonstrate the standards for effective practice for licensing of beginning teachers". This goes a long ways towards alleviating concerns about "unlicensed teachers" being media specialists. BUT, note the "beginning teachers" specification.

2. The rule, as it stands in subpart 2 - Licensure requirements, creates a new, standalone, licensing area: Library/media Specialist. It's the "standalone" part that is of concern. That's because the wording in "our" subpart 2:B is identical to most of the other traditional teaching areas. This is where the change occurred, and it is not easy to grasp at first.

For example, in the past you were a licensed teacher of something (say, math or social studies or el ed) first, then became a media generalist through post-bac course work leading to an additional license. In other words, you had a teaching area to start with and came to library/media work as an add-on at the post-bac level. This has apparently "gone away" with the new rule.

Now you can become a library/media specialist in a way similar to how you could become a math or social studies or el ed teacher: major in something (the hypothetical library/media "major"), complete the "foundation" education courses and graduate. However, in the case of library/media there would be no grade level/teaching specialty, and no practice teaching since the requirement is simply a 200 hour practicum. (This assumes that an enterprising someone in higher ed would offer all licensure courses at the undergrad level.)

Rules overview

OLD: Three elements to be a Media Generalist

1. Have the basic pedagogical skills of a teacher common to all educators (i.e. the "foundations" courses), and
2. Have a subject / grade level competency and practice teach (thereby obtaining a teaching license), and
3. Complete a library / media training program post baccalaureate (thereby obtaining an additional license for K12)

NEW: Two elements to be a Library Media Specialist

1. Have the basic pedagogical skills of a teacher common to all educators
2. Complete a library / media training program and a 200 hr. practicum (thereby obtaining a K12 teaching license in Library/Media)

[Note: Both OLD and NEW assume a bachelor's degree]



3. Of course, one can still follow the "old" route of pursuing the profession as an add-on, but it's not required that you do so. Post-bac students could pursue the career the same way someone would who was returning to school with any non-teaching baccalaureate for the purpose of seeking teaching licensure. However, in the case of library/media they would be licensed to "teach" without any grade level/teaching specialty and related field experience.

I've posted on the web a brief [3 screen] series of web pages set up to work as a presentation which outline the issue in basic terms, including links to the rules. The URL is:
http://stcloudstate.edu/~lrotto/BOT_rules

As library/media professionals, here are some of the questions we need to ask:

A. Can someone who has never taught any particular subject/grade level be a decent library / media specialist? (Note I say "be", not "become".) More specifically, can someone who has never been in schools as a teacher possibly have the skills required in the rest of the rule (teaching, sole responsibility for media program design/implementation, media center administration, school-wide curriculum work, etc.)? How can the practicum experience (200 hrs. as presently constituted) be equivalent to student teaching (a semester in the classroom)?

B. Are we ready for undergraduate programs leading to full library/media licensure at graduation? Is the library profession, our accrediting agencies, and the teaching profession in general, ready to accept this phenomenon? Is this an enhancement or a diminution of the field?

C. How/Why was this change instituted? Can we change it? Do we want to? Shouldn't "our" sub-part 2:B read at least like the one for "Teacher coordinators of work-based learning" (found at <http://www.revisor.leg.state.mn.us/arule/8710/4825.html>) which specifies they hold a teaching license as a precondition?

D. How should we in media education reshape our programs to both serve the profession AND adapt to this new paradigm?

MEMO has already made its position on the matter clear. At the membership meeting during the MEMO Fall Conference in Mankato the 120 MEMO members present made the following resolution with regards to Media Licensure:

Be it resolved that the Minnesota Educational Media Organization believes that it is essential that a current classroom teaching license must be a prerequisite for certification as a Library/Media Specialist.

At a March 2nd meeting of concerned media educators and the MEMO co-presidents in Mankato with Dr. Richard Simms of BOT these issues were discussed at length. Dr. Simms affirmed that the above analysis regarding the path to a career in school library/media was correct and that it was the intent of BOT to encourage undergraduate programs leading to full teacher licensure in library/media as well as encouraging non-teaching degreed persons.

The Center for Information Media's licensure program is up for review presently. Our current thinking (congruent with MEMO's position) is to propose a program that is essentially unchanged from what we have been using. We would handle non-teaching post-bac candidates on a case-by-case basis but advise them to seek a regular teaching license. At present SCSU does not have a post-bac teacher education program, though perhaps one is in the offing. As far as undergraduate candidates, we would encourage them to pursue "regular" teaching licensure plus an IM minor. This would equip them to apply for provisional licensure should there be a library / media position open at their district of employment and should the district be able to show need with BOT.

The Mankato group agreed to revisit the issue at the annual MEMO Fall Conference in Duluth. By that time CIM's program (as proposed above) will have been submitted to BOT for approval. Its acceptance will go a long way towards indicating BOT's position regarding the preparation of library / media specialists in Minnesota.

*Answers to photo on page 7:
Front row (left to right): Dr. Carl Savage, Dr. Raymond Ramquist, Mr. Dwight Burlingame, Ms. Marie Elsen, Mr. Harlan Jensen, Dr. John Head; Back row (left to right): Dr. Anthony Schultzeberg, Dr. Luther Brown, Dr. Lawrence Smelser, Mr. Allan Foreman, Ms. Ruth Moshier*



Graduate Profile



Elizabeth A. Larson graduated from SCSU with a Master's degree in Information Media, Track I in 1999. She writes, "My decision to do graduate work in Information Media resulted from a serendipitous turn of events. I was exposed to some of the projects children were doing in school using today's computer and web based technology when I attended a TIES workshop with my husband. I realized that there was so much more I could be doing with instructional design and with forming a research-based professional practice. At that time I held a position as an Education Director with the Allina Health System. I decided to obtain a certificate in instructional technology, which opened my world up to technology driven learning. The group of adult students I was with, added collateral learning from their diverse work experiences. The group's decision to form a cohort, and pursue our Masters with SCSU was motivated to a great degree by the excellent learning environment we were experiencing as well as by our desire to obtain an advanced degree. My own motivation was one of personal mastery. I felt that this new learning coupled with my experience in health care and adult education would only enhance the effectiveness I could make as a leader and mentor in healthcare education.

The most surprising turn of events for me after I received my degree was a restlessness that began to pervade my life. After 25 years of working for the same organization, I decided to try to stretch and explore what was out there for someone with my background and education. I interviewed almost exclusively out of my usual circle of influence and comfort. Many of the organizations were looking for someone to manage and lead training and development and especially desired someone who could do it incorporating today's newest technologies.

I am currently working as the Manager of Training and Customer Support for the Institute for Healthcare Quality part of Health Risk Management. This company does research and development of guidelines that are computerized to support scientific evidence based medical decisions. I am able to use my clinical experience as a nurse, my experience and skills as an educator and trainer and combine that with my new capabilities to use technology and do research. I feel the learning I received from SCSU enhanced my resume and credentials and afforded me access to a very dynamic job market.

My goals of personal mastery and achieving an MS in Information Media prepared me for this new opportunity. At age 55 it is tempting to downsize and become one of the "on-the-job retired." My advice to others interested in the information field would be, no matter what stage you are on your career path; be faithful to life-long learning and personal mastery. I followed my passion and was prepared for the opportunities that came into my life, rather than see them pass me by because I wasn't prepared. I anticipate another stage of restlessness and look forward to the new learning it will lead me to.

St. Cloud State offered several directions I could go and gave me the support and coaching I needed. As I encounter new challenges on my job I find myself looking back at resources I kept from courses I took. I also know I can access key people I met through SCSU for their advice and viewpoint, as I try to fulfill my role as a servant leader in this ever-changing e.com world."

Upcoming Event

Some time in mid-June we will be having a retirement celebration for Doreen Keable. If you would like to attend please stand by for a date and location. If you wish to send a note or card please send it to the CIM office at the address listed on the newsletter cover and we will make sure that she receives it.



Luther Brown Scholarship Recipients

by Chris Inkster

The Luther Brown Scholarship was presented to four IM graduate students for the 1999/2000 academic year. Luther Brown is a former dean of Learning Resources Services.

Teri Donahue is a media specialist at a Sartell elementary school, where she teaches computer skills to kindergartners once a week and library to kindergartners and preschoolers. Teri plans to finish her licensure competencies by the fall 2000 and then work to complete her masters. Teri and her husband Tom are the parents of Sean (3 years) and Cullen (6 months).

Kay Wolff is the District Media Specialist, Clinton-Graceville-Beardsley #2888. She coordinates the district automation project as well as media centers in the elementary building in Clinton, the middle school in Beardsley, and the high school in Graceville. Kay reports that now that all of the buildings are wired for telephone and the Internet, she's working to set up an in-district inter-library loan system that will assist in stretching resources. Kay is working on her Plan B paper topic of reading motivation. Kay and her husband Jeff are the parents of 4th grader Jay and preschooler Amy.

Jan Clements is a media teacher at John Clark Elementary in Rockville and Richmond Elementary. She notes that she truly enjoys her position: "The students, staff, and area of content make it all a great experience." Jan plans to finish her IM degree by the spring of 2001. She lives in Cold Spring with her husband Tim and children Nicole, Dominic, and Tiffany.

Sharon Gunkel started this fall as the media specialist at Nevis Public School. She worked for a public library before she moved to this K-12 position. Her plan is to finish her degree within the next year or so, depending on the availability of classes and schedules. Sharon writes that she lives "on a hobby farm in beautiful northern Minnesota with my husband and two children. I enjoy playing with our animals, taking nature walks, reading, and helping students find what 'clicks' for them."

Can You Identify These Professionals from Our Past?

See page 5 for answer

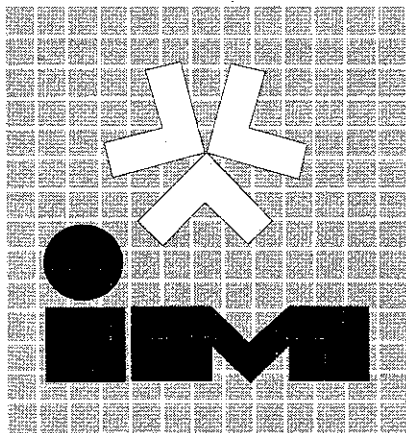


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The Center for Information Media and Learning Resources and Technology Services welcome news of former students . . . Please remember to keep us updated and that includes a simple change-of-address notification. Keep us informed by contacting:

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