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| Rapid Front End Analysis – Practicum in School Library Media Centers |

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| **Needs Analysis:** what are the critical instructional needs?What are critical non-instructional needs? (health, safety, security) | Candidates will need to have secured primary and secondary practicum sites and supervisor, including completion of paperwork and negotiation of arrangements.In the era of COVID-19, the candidates will need to be flexible about these arrangements as they may need to change.For onsite activities, they will need appropriate PPE. |

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| **Learner analysis:** what are important personal and social characteristics you need to take into account?How many of your learners are food or housing insecure?How many learners will experience accessibility barriers, and what are those barriers I can anticipate?What types of stress will my learners be experiencing, and How can I adjust my plans and expectations accordingly? | Candidates are stepping into the professional environment and there will be anxiety and a need for reassurance that support is available.I should not assume that students who happen to have jobs do not have food or housing insecurity.Candidates may experience accessibility issues while sharing computer time and space with their own children.Abrupt changes in the practicum environment.Throughout the practicum experience, candidates will experience anxiety, frustration, and excitement.I should make opportunities to allow candidates choices as to how to manage their needs. |

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| **Contextual Analysis:** What are the major changes in learning context that are occurring? How many of your learners do and do not have reliable internet, phone / mobile service, or other means of connecting? How many and who will have difficulty completing work or operating safely if they have to leave the school or campus? What assumptions am I making that I can question about learners living environments to inform my expectations on availability, schedule, willingness to share video, etc.? | I can’t assume that the practicum site is a place providing bandwidth. I cannot assume that the candidate can adequately provide bandwidth in their living situation.Candidates may need flexibility to cope with the changes in the performance of assessmentsI can make no assumptions. Availability, schedule, sharing video are all actions of privilege. I should accommodate a hi-flex situation. |

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| **Environmental Scan - Infrastructure Analysis:** What infrastructure am I assuming all students will have access to? What are backup systems and infrastructure I should consider as alternatives? Who might we partner with to tap into various communication infrastructures? | I am assuming that all students will find a way to support the use of a website building app which will require the ability to upload objects for embedding.Consider locating wifi spots…community libraries with hot parking lots, etc… |

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| **Content and Task Analysis:** What are really the most essential objectives?How can I reframe objectives around learning and performance instead of content coverage? How can I adjust the content to be responsive to the emergency? And are there ways in which I can meaningfully incorporate the emergency itself into course in a way that helps students manage their stress or concerns? | Two assignments have been made virtual offering recently.Interviews now include questions for librarians about coping with COVID-19 and providing services.Incorporate opportunities to discuss innovation in optional chats or discussions. |