**Student Evaluation**

**Practicum in Library Media**

**CIMT 659 *~ Patterson***

Curriculum, Instruction, & Media Technology

College of Education

 Indiana State University

Dear Practicum Supervisor,

In evaluating your Practicum student, please indicate how well the student meets the ALA/AASL Standards detailed below. We very much appreciate your assistance with ISU’s *Practicum in Library Media*. If you have any questions regarding the evaluation process, please feel free to contact me at 262-473-3127 or grandfondoitalia@aol.com.

Tom

Thomas H. Patterson, Instructor.

**Student’s name**: Rebecca Battistoni

**Dates of Field Experience**: January 18, 2013 – April 3, 2013

***Descriptors:***

**EE =** Exceeds Expectations

**ME =** Meets Expectations

**DNM =** Does Not Meet Expectations

**NB =** No Basis to Evaluate

**Standard 1: Use of Information and Ideas**

School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

**1.1 Efficient and Ethical Information-Seeking Behavior**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*****[ ]  ME** | ***TARGET*****x EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates demonstrate little or no evidence of the research process. Candidates do not differentiate user needs. Candidates do not identify or support student interests or needs. Legal and ethical practices are ignored. | Candidates model strategies to locate, evaluate and use information for specific purposes.Candidates identify and address student interests and motivations.Candidates interact with the learning community to access, communicate and interpret intellectual content. Candidates adhere to and communicate legal and ethical policies. | Candidates advocate for and demonstrate effective use of current and relevant information processes and resources, including emerging technologies. Candidates model a variety of effective strategies to locate, evaluate and use information in a variety of formats for diverse purposes. Candidates plan reference services, using traditional and electronic services that are comprehensive and address the needs of all users.Candidates model and teach legal and ethical practices. | This project does not allow a basis for judgment for this standard. |

**1.2 Literacy and Reading**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*****[ ]  ME** | ***TARGET***x **EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates demonstrate little or no evidence of knowledge of the reading process. They are not familiar with reading material for children and youth. | Candidates are aware of major trends in reading material for children and youth. Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading. | Candidates are knowledgeable about historical and contemporary trends and multicultural issues in reading material for children and young adults. Candidates analyze and apply research in literacy and reading in order to select and recommend diverse materials in formats and at levels that facilitate the reading process and the development of fluency in readers.They collaborate with teachers to integrate literature into curriculum.Candidates instill a sense of enjoyment in reading in others that leads to lifelong reading habits. | This project does not allow a basis for judgment for this standard. |

**1.3 Access to Information**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*****[ ]  ME** | ***TARGET***x **EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates demonstrate little or no evidence of issues related to access to information. Candidates do not demonstrate knowledge of the legal and ethical practices of theprofession. | Candidates support flexible and open access for the library media center and its services. Candidates identify barriers to equitable access to resources and services. Candidates facilitate access to information in print, nonprint, and electronic formats. Candidates comply with and communicate the legal and ethical codes of the profession. | Candidates analyze and implement library media program scheduling options for different needs by developing flexible and open access for the library media center and its services. Candidates plan strategically to ensure physical and intellectual access to information for the entire school community. Candidates identify means of providing remote access to information. Candidates model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom. | This project does not allow a basis for judgment for this standard. |

**1.4 Stimulating Learning Environment**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*****[ ]  ME** | ***TARGET*****X EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates demonstrate little or no evidence of awareness of the impact of the climate of the library media environment on learning. | Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center. Candidates identify relationships among facilities, programs, and environment that impact student learning. Candidates plan and organize library media centers according to their use by the learning community. | Candidates demonstrate collaborative techniques as they create and maintain an attractive, positive educational climate in a technology-rich, library media center. Candidates use research based data, including action research, to analyze and improve services. | This project does not allow a basis for judgment for this standard. |

**Standard 2: Teaching and Learning**

School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student’s interests, passions, and needs which drive their learning.

**2.1 Knowledge of Learners and Learning**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*****X ME** | ***TARGET*****[ ]  EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates demonstrate little or no evidence of knowledge of learner characteristics, learning processes, or exceptionalities. The link among student interests, learning, information skills instruction, and student achievement is not assessed or documented. | Candidates design library media instruction that assesses learner needs, instructional methodologies and information processes to assure that each is integral to information skills instruction. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement. | Candidates ensure that the library media curriculum is documented as significant to the overall academic success of all students. | This project does not allow a basis for judgment for this standard. |

**2.2 Effective and Knowledgeable Teacher**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*** **x ME** | ***TARGET*****[ ]  EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates develop lesson plans in isolation with little or no attention to instructional methodologies. Instruction exhibits limited strategies and the use of few resources. Student learning is not assessed. | Candidates work with classroom teachers to co-plan, co-teach, andco-assess information skills instruction. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools. Candidates analyze the role of student interest and motivation in instructional design. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.Candidates in settings outside of public schools work with library professionals, educators, subject matter experts, etc. to co-plan, co-teach, and co-assess information skills instruction. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools. Candidates analyze the role of learner interest and motivation in instructional design. Learning experiences are created, implemented and evaluated in partnership with librarians, educators and other subject matter experts. Candidates can document and communicate the impact of collaborative instruction on learner understanding. Candidates develop a regular communication procedure between library and information sciences and other professionals. | Candidates can document and communicate the impact of collaborative instruction on student achievement. Candidates develop a regular communication procedure between home and school. Candidates in settings outside of public schools develop a regular communication procedure between library and information sciences and other professionals.  | This project does not allow a basis for judgment for this standard. |

**2.3 Information Literacy Curriculum**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*****[ ]  ME** | ***TARGET*****X EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates develop an information literacy curriculum which is in isolation from content curriculum and which relies on traditional print-only library research tools and location and access skills. | Candidates employ strategies to integrate the information literacy curriculum with content curriculum. Candidates incorporate technology to promote efficient and equitable access to information beyond print resources. Candidates assist students to use technology to access, analyze, and present information. | Candidates work to ensure that responsibility for an integrated information literacy curriculum is shared across curricular areas throughout the school. Candidates advocate for the information skills curriculum in order to assure appropriate learning experiences for all students, and to address the academic needs of the school community. | This project does not allow a basis for judgment for this standard. |

**Standard 3: Collaboration and Leadership**

School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students’ learning and achievement; encourage the personal and professional growth of teachers and other educators; and model the efficient and effective use of information and ideas.

**3.1 Connection with the Library Community**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*****[ ]  ME** | ***TARGET*****X EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates are unaware of the potential for benefits to the school library media program from making connections to the larger library community. Candidates have limited or no understanding of the role of professional associations and journals in their professional lives. | Candidates demonstrate thepotential for establishingconnections to other libraries and the larger library community forresource sharing, networking, and developing common policies and procedures. Candidates articulate the role of their professional associations and journals in their own professional growth. | Candidates employ strategies to ensure connections between the school community and the larger library world of public, academic, special libraries, and information centers. Candidates participate in professional associations. | This project does not allow a basis for judgment for this standard. |

**3.2 Instructional Partner**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*****[ ]  ME** | ***TARGET*****X EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates are not able to articulate how to create an integrated library media program from an isolated school library media center. | Candidates model, share, and promote ethical and legal principles of education and librarianship. Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities. | Candidates anticipate providing leadership to school and district committees. Candidates share expertise in the design of appropriate instruction and assessment activities with other professional colleagues. | This project does not allow a basis for judgment for this standard. |

**3.3 Educational Leader**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*****[ ]  ME** | ***TARGET*****X EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates are unaware of basic trends and issues in the field of education. Candidates have minimal knowledge of professional associations in other disciplines, or of the role of other educational professionals. Candidates take a passive role in the school. | Candidates are able to articulate the relationship of the library media program with current educational trends and important issues. Candidates recognize therole of other educationalprofessionals and professional associations. Candidates translate for the school the ways in whichthe library program can enhance school improvement efforts.Candidates utilize information found in professional journals to improve library practice. | Candidates develop a library media program that reflects the best practices of education and librarianship. They have a thorough understanding of current trends and issues in education. Candidates write a plan for professional growth that justifies their own professional choices.Candidates engage in school improvement activities by partnering with administrators to help teachers learn and practice new ways of teaching. Candidates share information, apply research results, and engage in action research. | This project does not allow a basis for judgment for this standard. |

**Standard 4: Program Administration**

School library media candidates administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

**4.1 Managing Information Resources: Selecting, Organizing, Using**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*****[ ]  ME** | ***TARGET*****X EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates demonstrate littleknowledge of accepted library policies, procedures and practices for selecting, organizing, and using information. | Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. Candidates organize the library media facility and its collections – print, nonprint and electronic –, according to standard accepted practice. Candidates support intellectual freedom and privacy of users. Candidates plan for efficient use of resources and technology to meet diverse user needs. | Candidates utilize collection analysis and evaluation research and techniques to ensure a balanced collection which reflects diversity of format and content, reflecting our multicultural society.Candidates design plans for collection development and analysis and policies that ensure flexible and equitable access to facilities and resources.Candidates develop procedures to analyze the effectiveness of librarymedia policies, procedures, and operations. Candidates ensure that policies and procedures are in place to support intellectual freedom and the privacy of users of all ages. | This project does not allow a basis for judgment for this standard. |

**4.2 Managing Program Resources: Human, Financial, Physical**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*****[ ]  ME** | ***TARGET*****X EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates demonstrate little knowledge of effective management policies, procedures and principles. Candidates show little knowledge of relationship of facility to program needs. | Candidates develop and evaluate policies and procedures that support the mission of the schooland address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies. Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues.Candidates plan adequate space for individuals, small groups and whole classes. | Candidates organize, manage and assess all human, financial, andphysical resources of the library media program. Candidates advocate for ongoing administrative support for library media program and policies.Candidates actively seekalternative sources of funding for the library media program, both within and outside the school community. | This project does not allow a basis for judgment for this standard. |

**4.3 Comprehensive and Collaborative Strategic Planning and Assessment**

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| ***UNACCEPTABLE*** **[ ]  DNME** | ***ACCEPTABLE (ME)*****X ME** | ***TARGET*****[ ]  EE** | ***NO BASIS*** **[ ]**  **NB** |
| Candidates are not able to develop a plan for the library media program. Candidates do not use data for decision-making. | Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives. Candidates use data for decision-making. | Candidates collaborate with teachers, administrators, students and others in the school community to develop, implement, and assess long-term, strategic plans. Candidates are able to align the library media program with the information literacy standards and the school’s goals, objectives and content standards. Candidates use quantitative and qualitative methods of data collection andanalysis to assess data and make decisions on which to base plans and policies. | This project does not allow a basis for judgment for this standard. |

**Supervisor’s name: Susan Zapata**

**Title: Elementary Principal**

**E- mail address:**  **­­szapata@sccs.edu.bo**

**Library:** **Combined PK-12 School Library**

**Institution:** **Santa Cruz Cooperative School**

**City & state:** **Santa Cruz, Bolivia**

**Date:** **April 13, 2013**

**Thank you! *Tom***

***THP ～ 19/12/12***