

**LSC 596: GUIDELINES FOR A GOOD PRACTICUM EXPERIENCE
FOR SCHOOL LIBRARY MEDIA SPECIALISTS:**

ROLES AND RESPONSIBILITIES
TO GUIDE THE COOPERATING LIBRARY MEDIA SPECIALIST
AND THE PRACTICUM STUDENT
TO PROVIDE A HIGH QUALITY PRACTICUM EXPERIENCE

BY

DR. CHERYL A. McCARTHY, PROFESSOR
UNIVERSITY SUPERVISOR FOR PRACTICUM AND
COORDINATOR OF SCHOOL LIBRARY MEDIA PROGRAM

UNIVERSITY OF RHODE ISLAND

Office and Voice Mail: 401-874-4654

E-mail: CherMc@uri.edu

AND

DR. NAOMI CALDWELL, ASSISTANT PROFESSOR

Office and Voice Mail: 401-874-2278

E-mail: inpeacencw@aol.com

Revised 1/21/2003

INTRODUCTION

The school library media specialist practicum field experience is a required component of the school library media certification program at the University of Rhode Island, Graduate School of Library and Information Studies and is approved by both NASDTEC and NCATE. A 300-hour practicum is required, 150 hours in an elementary school, and 150 hours in a secondary school. The crucial aspect of the program is placement of the practicum student with cooperating media specialists who are willing to take on the added responsibility of teacher-librarian, coach, mentor, model, and instructional leader. The practicum student observed and worked with cooperating media specialists in the Fall semester and requested placement with the media specialists in their exemplary programs. Thus, the Coordinator of the GSLIS program requested permission of the superintendent of schools or designee for the placement of the practicum student at the school where he/she observed the library media specialists.

Now begins the process of introducing the practicum student to the “real” practical library media experiences carefully and skillfully guided by the master library media specialist in the planned sequence that fits with the existing program at the school. This field experience training plays an important part in the development of the future library media specialist and he/she should be introduced to the widest range of activities to provide the highest quality program of teaching and services as possible within the culture of each school. These Guidelines provide suggestions for introducing the practicum student to the four roles of library media specialist as outlined in Information Power: Building Partnerships for Learning, 1998, (AASL/ALA and AECT) and include the eleven Rhode Island Beginning Teacher Standards (RIBTS) and/or ten Interstate New Teacher Assessment and Support Consortium Standards (INTASC) identified for entry-level library media specialists. As an instructional leader the cooperating media specialist should strive to incorporate the elements of Information Power and the RIBTS or INTASC standards into the training of the practicum student by focusing on the four roles of the library media specialist.

THE MISSION, GOALS, AND OBJECTIVES

“The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished:

- by providing intellectual and physical access to materials in all formats

- by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas
- by working with other educators to design learning strategies to meet the needs of the individual students.” (Information Power)

In order to fulfill this mission, the school library media specialist has a number of objectives to encompass in the school library media program:

1. To provide intellectual access to information through systematic learning activities (carefully designed, planned, and presented) for a diverse population within curriculum content areas.
2. To provide physical access to information in a variety of media formats for students through a carefully selected and organized collection within the library (and a mechanism for access outside the library media center through networks to enhance access and resource sharing if available).
3. To provide learning experiences that encourage students to be effective communicators and creative users of information and ideas using a variety of media and technology.
4. To provide leadership, instruction and consulting assistance in the design of instructional units using informational and instructional technologies through collaborative efforts.
5. To provide resources and learning activities that encourage lifelong learning and lifelong reading by promoting literacy while emphasizing a whole language approach in elementary grades and an integrated and resource based approach to information skills in the middle and secondary grades.
6. To provide information resources and assistance to use a facility (that functions as the information center of the school fully integrated into the curriculum of the school if possible).
7. To ensure equity and freedom of access to information and ideas through resources and learning activities representing a diversity of cultural perspectives and promoting effective and responsible citizenship necessary in the democracy.

(Adapted from Information Power and also identified in syllabus).

The library media specialist, in order to achieve this mission at the school and district levels, also requires the following support:

“full integration of the library media program into the curriculum
 a partnership among the library media specialist, district-level personnel, administrators, teachers, and parents
 the serious commitment of each of those partners to the value of universal and unrestricted access to information and ideas.”

(Information Power)

It is also recognized that to provide the full range of teaching and services in a library media program, a library media specialist faces a number of challenges within the context of educational change. A number of implications such as staffing, budgeting, and scheduling affect what services can actually be offered. Thus, the objectives identified above can also be interpreted as challenges. The University does not evaluate existing programs but anticipates that the practicum student will be afforded every opportunity to try a full range of teaching

and services in a practical field experience, however, recognizing that not every experience is possible at every site within a five week period. During the ten week period the student should demonstrate proficiency in either the eleven RIBTS or ten INTASC standards.

ROLES AND CHALLENGES

The challenge for library media specialists is two fold: one, how does one transmit his/her program to a fledgling library media specialist (practicum student) within a five week, 150 hour program; and two, how does one translate the national mission for school library media programs into a realistic program at the local level? The task is daunting and the responsibility for training a new teacher-librarian is awesome. Where does one begin? One must begin with one's own existing program by carefully and systematically introducing the practicum student to each component of your program. Although a prescribed sequence might encourage some, it may also intimidate others. Rather, each cooperating media specialist must provide opportunities for the student to grow personally and professionally within an established program, recognizing the need to incorporate as many components of Information Power and the standards for beginning teachers and library media specialists, as possible, within the given time frame. It is expected, however, that the student will be encouraged and supported as a junior partner in the program. The cooperating media specialist is not abdicating his/her role but sharing it.

ONE: TRANSMITTING PROGRAM INTO PRACTICE

As teaching is one of the four roles identified for library media specialists, teaching opportunities are expected at all levels: elementary, middle, and secondary. Each lesson or instructional unit should be carefully planned ahead by the practicum student and the lesson plans and objectives should be shared and articulated to the cooperating media specialist. Practicum students should be able to identify the objectives in terms of the learner outcomes upon completion of the lesson or unit. Cooperating media specialists should discuss the lesson ahead of time (planning), observe the lesson taught and discuss the results after the lesson by offering suggestions for improvement. By modeling first, the cooperating media specialist provides an important transition from the planning stages at the academic level to the performance at the actual level. Cooperating media specialists should provide opportunities for the practicum student to observe, question, and learn from the master teacher-librarian by observing him/her teach first and then team teach lessons for practice. The practicum student should also be observing other teachers in the school to see how students learn. The emphasis of the library media practicum should be on the "Information Literacy Standards" as related to curriculum and subject standards. The only way the

practicum student will grow professionally, however, is by actively teaching, assisting as information specialist and program administrator and providing instructional partnering with teachers. Thus, each cooperating media specialist needs to incorporate these four roles, especially many teaching opportunities into the time sequence of the practicum student's field experience.

PROGRAM OUTLINE: The practicum student along with the cooperating media specialist should devise a program outline and time sequence of activities and RIBTS or INTASC Standards for each week at the outset and try to follow the outline as a guide. Both the cooperating media specialist and the practicum student should sign the outline and the student should submit it at the first seminar class. (Sample suggestions for a high quality practicum and a sample outline and time sequence are provided in this packet but the University recognizes that each program outline will be unique for each student at each site.)

TWO: TRANSLATING MISSION INTO PROGRAM

In addition to the challenges of transmitting your school library media program to the practicum student, the University recognizes the challenges the library media specialist faces in trying to implement the mission of Information Power. The number one element that determines the successful integration of Information Power into a school library media program is the school environment or culture itself. A number of challenges face the library media specialist as instructional leader in trying to translate the "ideal" framework recommended by AASL and AECT into a "reality" at the school level.

ROLES

Information Power: Building Partnerships for Learning

Innovation for Library Media Professionalism

New Guidelines to Direct the Profession

The 1998 edition of Information Power by the American Association of School Librarians and the Association for Educational Communications and Technology identifies four distinct but overlapping roles defining the functions of a library media specialist as:

1. Teacher
2. Instructional Partner
3. Information Specialist

4. Program Administrator

Below are the “guidelines for fulfilling roles and responsibilities” of a school library media specialist as adapted from Information Power: Building Partnerships for Learning (pp.4-5).¹

FOUR ROLES OF THE LIBRARY MEDIA SPECIALIST

TEACHER. As teacher, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide. An effective instructor of students, the library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations—particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn, to think, and to create and apply new knowledge. A curricular leader and a full participant on the instructional team, the library media specialist constantly updates personal skills and knowledge in order to work effectively with teachers, administrators, and other staff—both to expand their general understanding of information issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.

INSTRUCTIONAL PARTNER. As instructional partner, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, nonprint, and electronic information resources. Working with the entire school community, the library media specialist takes a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, the library media specialist works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards.

INFORMATION SPECIALIST. As information specialist, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluation information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library

media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical uses of information available in these and in more traditional tools.

PROGRAM ADMINISTRATOR. As program administrator, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all the activities related to it. Confident of the importance of the effective use of information and information technology to students' personal and economic success in their future lives, the library media specialist is an advocate for the library media program and provides the knowledge, vision, and leadership to steer it creatively and energetically in the twenty-first century. Proficient in the management of staff, budgets, equipment, and facilities, the library media specialist plans, executes, and evaluates the program to ensure its quality both at a general level and on a day-to-day basis.

RESPONSIBILITIES

Thus in keeping with the framework of Information Power it is hoped that you will offer as many as possible of these many components of the four roles of the library media specialist: teacher, information specialist, instructional partner, and assist with program administration. You are required to submit THREE EVALUATIONS of the practicum student after the completion of 50 hours, 100 hours, and 150 hours. The final evaluation should also include a narrative about the progress of the practicum student in meeting the standards which could also be used as a recommendation and will be placed in the student's file. Please be sure that you and the practicum student sign the appraisal forms and you sign the final narrative evaluation. You should use the appraisal forms as opportunities to discuss and communicate the student's progress and growth while also offering suggestions for further growth to strengthen the practicum student's demonstrated proficiency in meeting RIBTS or INTASC standards and confidence as an entry level library media specialist.

It is recommended that the evaluation be used as an opportunity for constructive criticism to encourage and foster the student's strengths while also identifying weaknesses and areas for growth. The evaluation process should encourage communication between the cooperating media specialist and practicum student especially in areas where the student may need more assistance, guidance, or modeling from the cooperating media specialist. The evaluation process should encourage self-evaluation and self-reflection by the practicum student on his/her growth and proficiency in meeting either RIBTS or INTASC standards. Please remember that for many students this is their

¹ Published by the American Library Association (Chicago) and the Association for Educational Communications

initial certification program and thus they may not have prior student teaching experience. This practicum may be viewed as their student teaching experience. Encourage them gently but do give them the opportunity to increase their teaching responsibilities each week to become proficient in the RIBTS or INTASC standards.

RECOMMENDED SEQUENCE

WEEK ONE – WEEK FIVE

The following guidelines are offered as suggestions for those who need or want direction. The time frame will vary from school to school and from library media specialist to library media specialist depending on your library media program. This framework should provide some guidance but it is neither a prescription nor a required sequence.

WEEK ONE: Day one and day two should be observation and orientation to the school and library media center policies and procedures as well as staff, faculty, principal, administration, and district level media specialists. In addition to shadowing the cooperating media specialist, the practicum student should be introduced to some duties to assist with the role of information specialist and program administrator.

The cooperating media specialist should also model teaching strategies and techniques as well as good classroom management style. Clear expectations and rules for student behavior should be identified in writing if possible so the practicum student knows what is expected and how it is consistently carried out and what are the consequences. Providing a positive learning environment is an essential component of each program and the practicum student should follow your rules and expectations consistently.

By the middle or end of the first week the practicum student should begin teaching his/her first class or team-teach the first class. Each week the teaching duties should increase by approximately one class until the student has full responsibility for teaching by week four or five. The process should be a planned sequence of increasing responsibility each week for teaching and collaborating with the library media specialist to provide a full complement of services offered by the library media program. The practicum student should be viewed as a partner in the four roles of the library media specialist and accepted as a professional colleague by the cooperating media specialist and the faculty of the school. It is recognized that the library media specialist has full responsibility for program administration but will allow the practicum student opportunities to assist with all administration functions.

WEEK TWO: By the second week the practicum student should be able to follow the rules, policies, and procedures of the school and the library media center as well as assist with some services and functions, such as selection and review of new materials and equipment, acquisition procedures, processing, cataloguing, classifying, and circulating materials and equipment. The student should have the opportunity to prepare displays, bulletin boards, posters, bibliographies, media productions, and assist teachers and students with information resources or materials.

The practicum student should be allowed to assume more teaching duties by teaching a second class. The practicum student should prepare lesson plans that are appropriate for the learner and provide a variety of teaching strategies and learning activities. The cooperating media specialist should provide some guidance and suggestions for materials and activities which are appropriate for the learners in his/her school. A thematic literature based or whole language approach is recommended in the elementary grades while a resource based or curriculum based approach to information literacy skills or standards is recommended at the middle and secondary level.

By the completion of 50 hours, the first evaluation should be completed and returned to the University of Rhode Island by mail or by the practicum student at the next seminar class. The cooperating media specialist should identify which RIBTS or INTASC standards the practicum student is proficient.

WEEK THREE: The cooperating media specialist should continue to introduce aspects of the library media center management practices such as budgeting preparation and fiscal management. Community services, resource sharing, telecommunications, and public relations aspects of the program should be introduced and the practicum student should be provided with more practice and opportunities to perform services and offer information resources to teachers to assist with their planning and curriculum integration.

The practicum student should increase his/her teaching responsibilities by providing for a third additional class with guidance and careful lesson planning shared ahead and discussed after the class. The practicum student should integrate the Information Literacy Standards into the curriculum where possible. The cooperating media specialist should identify which RIBTS or INTASC standards the practicum student is proficient.

WEEK FOUR: The cooperating library media specialist should continue to involve the practicum student in all components of his/her library media program, especially emphasizing the role of instruction partner within his/her school as well as other professional commitments and affiliations. Please encourage the practicum student to attend staff development workshops, meetings at the school and district level, visits to other library media centers in

the district, and other professional activities. The practicum student should see the cooperating media specialist providing leadership both within and without the library media center and school. This is also a good opportunity for the library media specialist to demonstrate how to effectively communicate with the public librarian, especially in relation to summer reading lists, programs, public librarian visiting school library or school librarian visiting the public library, etc. If the library media specialist has not visited the public library recently, the practicum student should be encouraged to make the opportunity to visit the public library and meet the public librarian and explore the wealth of resources and information available there.

The practicum student should assume full responsibility for the teaching of all classes either week four or week five depending on the schedule of the cooperating media specialist. The practicum student should become more familiar with the curriculum of the school, information resources available to enrich that curriculum both at the school and public library, and with the faculty willing to use a variety of resources. Thus the practicum student should continue to assist teachers and students with information resources and information literacy skills by providing both physical and intellectual access to materials.

The second evaluation is to be completed and returned to the University either by mail or by the practicum student after completion of 100 hours. The cooperating media specialist should identify which RIBTS or INTASC standards the practicum student meets and which standards the student needs to make progress.

WEEK FIVE: By now the practicum student is fully enmeshed as a partner in one school library media program and it is time to both continue the involvement and to prepare to leave. The cooperating media specialist and the practicum student should review the four roles of the library media specialist, the program outline, and the RIBTS or INTASC standards on the evaluation and determine which standards need strengthening and more opportunities should be provided for the practicum student to demonstrate his/her success in each area during the final week.

CONCLUSION

On behalf of the University of Rhode Island, Graduate School of Library and Information Studies, I would like to thank each cooperating media specialist in advance for his/her leadership in providing guidance to a new library media specialist. The opportunity to work and function as a partner in a school library media program is a valuable element in the student's professional development.

The University supervisor will arrange a visit to each site in order to provide a conference with the cooperating media specialist, practicum student and supervisor. The practicum student will receive from the University supervisor at seminar the scheduled date of the visit and will inform the cooperating media specialist in advance. The intention of the visit is to discuss the student's progress and growth at the school. If, however, there are any questions or concerns do not hesitate to call the University and leave a message or e-mail the supervisor. The supervisor will return your call or reply to your e-mail as soon as possible.

The University supervisor works cooperatively and collaboratively in the process of providing the practicum student with positive learning experiences both at the school site and at regularly scheduled seminars conducted at the University. The cooperating media specialists are extended a special invitation to attend any seminar class to participate in the class discussions. The seminar is a time to discuss current educational issues and to further bridge the gap between theory and practice. Your experience and involvement is welcome. Please refer to the appendix for the following items: 1. Suggestions for a High Quality Practicum; 2. Sample program outline; 3. Core Beliefs About Teacher Education; 4. Rhode Island Beginning Teacher Standards; 5. Matrix of Standards; 6. Expectations for Cooperating Media Specialists; 7. Expectations for Practicum Student; 8. Practicum Students' Responsibilities; 9. GSLIS Practicum Appraisal tool; 10. Portfolio Assessment Rubric.

APPENDIX 1

University of Rhode Island
Graduate School of Library
and Information Studies

LSC 596
Practicum Field Experience
School Library Media Program

SUGGESTIONS FOR A HIGH QUALITY PRACTICUM

Climate for Growth. The most important single task is to produce for each student a supportive climate in which he/she can make the most possible professional, personal, and social growth while utilizing his/her pattern of abilities in his/her own way.

Professional Acceptance. Each student has a right to be accepted as a full professional colleague—a junior partner to be sure, but with full professional status on the media team.

General Induction. A practicum is an intensely personal, emotion-packed experience, and students have the widest variations in their readiness to meet the demands made of them. Each student media specialist should be directed through a *planned sequence of increasingly responsible activities*, constantly adapted to his/her needs and demonstrated competence. Three distinct types of activities may be used concurrently: 1) assisting in the routine, non-instructional activities from the first day; 2) serving as an assistant to the master media specialist in the widest variety of library and teaching activities both in and out of the media center; and 3) carefully planned unitary lessons and teaching activities of an increasingly complex and demanding nature until the practicum student takes full responsibility by week four or five.

Initial Teaching. As soon as readiness is judged adequate, day three is recommended, student is directed carefully in taking over some continuing, *full responsibility teaching*, but with *detailed planning* and frequent, cooperative assessment using the RIBTS or INTASC standards as a guide.

Partnership in Teaching and Learning. Each student should experience some extended periods of alternating full responsibility teaching with the “regular” library media specialist and, where available, some experience in more formally conceived team teaching. Thoughtful use of the concept of reversal of roles can enhance greatly the growth of understanding and skill for both student and media specialist. Through demonstrating increasing professional competence, each student earns the right to exercise greater independence of judgement and decision-making.

Evaluations. The cooperating media specialist will evaluate the practicum student three times during the field experience: at the completion of 50 hours, 100 hours, and 150 hours. The appraisal instrument lists the roles and standards to be demonstrated by the practicum students. This instrument should also be used by the student as a checklist (or self-evaluation) of tasks to be mastered. Please discuss the evaluation with the student and use it as a communication tool of the student’s progress. In addition to the evaluation form, please attach a narrative evaluation about the student with your final or third evaluation.

APPENDIX 2
SAMPLE PROGRAM OUTLINE

URI/GSLIS

LSC596 Practicum

School _____ Date _____
Practicum _____ Cooperating _____
Student _____ LMS _____

Note: This outline is only a suggestion. Each student is responsible for completing his/her own outlines (signed by LMS) due the first class after beginning at each site.

OUTLINE SUGGESTIONS FOR SCHOOL LIBRARY MEDIA PRACTICUM

WEEK ONE: THE FIRST DAY SHOULD BE *OBSERVATION AND ORIENTATION*

I. ORIENTATION

- A. General Orientation
 - 1. School system or district policies and procedures
 - 2. Libraries in the system
- B. Specific Orientation and Introduction to the School Culture
 - 1. School policies and procedures
 - 2. Library media center policies and procedures
 - 3. Introduction to Principal and teachers

Include Standards you are incorporating into your program to show progress.

**BEGIN TO INTEGRATE PRACTICUM STUDENT INTO PROGRAM ASSISTING AS
INFORMATION SPECIALIST. CONTINUE TO BUILD UPON SERVICES THROUGHOUT
THE FIVE WEEK EXPERIENCE.**

II. SOME SERVICES AND FUNCTIONS

Identify which RIBTS or INTASC standards you are incorporating to show progress each week.

- A. Selection of materials and equipment
- B. Acquisition of materials and equipment
- C. Processing of materials and equipment
- D. Cataloging and classification of materials
- E. Circulation of materials and equipment
- F. Budget procedure and process

***TEACHING AND INSTRUCTIONAL ROLE*—BEGIN TEACHING OR ASSISTING WITH CLASSES
AS SOON AS POSSIBLE.**

Identify which RIBTS or INTASC standards you are incorporating to show progress each week.

III. ACTIVITIES

- A. Storytelling and/or book talks
- B. Information skills: Media center- and classroom-oriented
- C. Plan and work with teacher
 - 1. Media center-oriented projects
 - 2. Bibliographies
 - 3. Use of materials to supplement classroom activities
- D. Work with students
 - 1. Information resources
 - 2. Use of the media center
 - 3. Selection of materials for classroom assignments
 - 4. Projects and special interests
 - 5. Assisting students with selection of materials
- E. Use of computers and other technologies

1. Student use for instructional purposes
2. Internal media center operations

WEEK TWO – FIVE: TEACHING AND INSTRUCTIONAL (PARTNER) ROLE

Identify which RIBTS or INTASC standards you are incorporating to show progress each week.

It is recommended that you begin teaching *as soon as possible*. Practicum students should prepare lessons ahead of time to share with the cooperating media specialist. You should begin teaching Week One with one class and each week should increase your teaching responsibilities i.e. Week Two take over second class. Week Three take over third class. By Week Four or Five, you should be teaching a full load as well as experiencing the roles of Information Specialist and Instructional Consultant. See Guidelines for roles and list of competencies.

Outline Activities for Weeks Two – Five also!

Identify which RIBTS or INTASC standards you are incorporating to show progress each week.

APPENDIX 3
University of Rhode Island
Core Beliefs About Teacher Education

Initial teacher education programs at the University of Rhode Island seek to prepare beginning professional teachers who have the potential to become master teachers. We seek to attract candidates who are intellectually curious and academically ambitious, who are eager to teach a diverse population of learners, and who understand that becoming a master teacher is a career-long journey. URI seeks to develop teachers who are inquiring, competent problem solvers; who reflect upon and learn from their experience; and who seek to become members of a learning community, working collaboratively with their peers and learning from their students as well as teaching them.

Preparation of beginning teachers includes: a broad education in the liberal arts and sciences; deepening competence in the skills of communication and numeracy; a rich understanding of the content and modes of thinking in the disciplines they will teach (understanding the how and why of a discipline, as well as the what); a growing understanding of learners and how they develop along multiple dimensions; development of skills of teaching that allow the teacher to draw upon multiple approaches to learning appropriate for particular learners and subject matter; and skills in assessment of one's own teaching and of learner outcomes. Teachers respect and enjoy diversity among their learners; they see themselves and their students as members of a world community. Beginning teachers demonstrate their competence in the above areas by providing evidence that satisfies each of the eleven R.I. Beginning Teacher Standards (listed on the next page.)

Master teachers function as decision makers and facilitators of learning as they work in the confluence of teacher, learner, subject matter, and environment. They are reflective on their own practice and continue to learn about the world around them, the skills and content they teach, about teaching and learning, and about their students and their community. Master teachers understand the historical and contemporary roles of schools in a democratic society. Knowledgeable about a range of philosophies of education, they can subsequently articulate their own and, from it, derive implications for their practice. Master teachers continue to seek professional challenge and contribute to leadership in education, in their schools, districts, communities, and through their professional organizations. They remain informed of contemporary research and writing by leaders in their fields and are active partners in shaping and implementing models of good practice.

Teacher education programs at URI seek to reflect these core beliefs about teachers and teacher education through recruitment and selection of students for teacher education programs; congruence between experiences in our programs and knowledge, skills, beliefs, and dispositions we believe are important for teachers; and our definitions of excellent teaching for faculty members in teacher education and school-related programs.

APPENDIX 4
Rhode Island Beginning Teacher Standards

Standard 1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.

Teachers...

- 1.1 reflect a variety of academic, social, and cultural experiences in their teaching.
- 1.2 use a broad knowledge base to create interdisciplinary learning experiences.
- 1.3 exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students.

Standard 2: Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach. Teachers...

- 2.1 know their discipline and understand how knowledge in their discipline is created, organized, and linked to others disciplines.
- 2.2 design instruction that addresses the core skills, concepts, and ideas of the disciplines to help students meet the goals of the Rhode Island Common Core of Learning.
- 2.3 select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- 2.4 incorporate appropriate technological resources to support student exploration of the disciplines.
- 2.5 use a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help students develop conceptual understanding.
- 2.6 represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts.
- 2.7 generate multiple paths to knowledge and encourage students to see, question, and interpret concepts from a variety of perspectives.

Standard 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Teachers

- 3.1 understand how students learn-how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning.
- 3.2 design instruction that meets the current cognitive, social, and personal needs of their students.
- 3.3 create lessons and activities that meet the variety of developmental levels of students within a class.

Standard 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Teachers....

- 4.1 design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning.
- 4.2 use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences.
- 4.3 seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students.
- 4.4 make appropriate accommodations (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have identified learning differences or needs in an Individual Educational Plan (IEP).

Standard 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Teachers...

- 5.1 design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills.
- 5.2 pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives.
- 5.3 make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem.

5.4 engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence.

5.5 use tasks that engage students in exploration, discovery, and hands-on activities.

Standard 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Teachers...

6.1 use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.

6.2 establish a safe and secure learning environment.

6.3 organize and allocate the resources of materials and physical space to support active engagement of students.

6.4 provide and structure the time necessary to explore important concepts and ideas.

6.5 help students establish a classroom environment characterized by mutual respect and intellectual risk-taking.

6.6 create learning groups in which students learn to work collaboratively and independently.

6.7 communicate clear expectations for achievement that allow students to take responsibility for their own learning.

Standard 7: Teachers foster collaborative relationships with colleagues and families to support students' learning. Students...

7.1 work collaboratively with their colleagues (e.g., other grade-level, content, special education, ESL teachers, teacher assistants) to create a learning community that benefits all students.

7.2 develop relationships with parents/guardians to support student learning.

7.3 understand the role of community agencies in supporting schools.

7.4 understand state, district and school initiatives (e.g., School Accountability for Learning and Teaching (SALT), Statewide Student Performance Assessments) to effect educational improvement.

Standard 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. Teachers...

8.1 use a variety of communication strategies (e.g., restating ideas, questioning, offering counter examples) to engage students in learning.

8.2 use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning.

8.3 use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom.

8.4 emphasize oral and written information through the instructional use of discussion, listening and responding to the ideas of others, and group interaction.

Standard 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner. Teachers...

9.1 gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues and the students themselves.

9.2 use a variety of assessment strategies and instruments (e.g., observation, portfolio, teacher made tests, self assessments) that are aligned with instructional content and methodology.

9.3 encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning.

9.4 maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues.

9.5 use information from their assessment of students to reflect on their own teaching and to modify their instruction.

Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals. Teachers...

10.1 solicit feedback from students, families, and colleagues to evaluate their own teaching.

10.2 read ideas presented in professional publications and discuss current issues in education.

10.3 explore new instructional approaches and strategies, including technological, in the classroom.

10.4 take responsibility for their own professional growth by participating in workshops, courses, or other educational activities that support their plans for continued development as teachers.

Standard 11: Teachers maintain professional standards guided by legal and ethical principles. Teachers...

11.1 maintain standards that require them to act in the best interests and needs of students.

11.2 follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families.

11.3 follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students' and teachers' rights and students' and teachers' responsibilities.

11.4 interact with students, colleagues, parents, and others in a professional manner that is fair and equitable.

11.5 are guided by codes of professional conduct adopted by their professional organizations.

APPENDIX 5

Correlation between the Rhode Island Beginning Teacher Standards (RIDE), the Interstate New Teacher Assessment and Support Consortium Standards (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

RIDE STANDARDS	INTASC STANDARDS	NBPTS STANDARDS
<p>1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.</p>	<p>1. Knowledge of Subject Matter. The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>III. Knowledge of Library and Information Studies. Accomplished library media specialists know the principles of library and information studies needed to create effective, integrated library media programs.</p>
<p>2. Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.</p>	<p>1. Knowledge of Subject Matter. The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>III. Knowledge of Library and Information Studies. Accomplished library media specialists know the principles of library and information studies needed to create effective, integrated library media programs. V. Leading Innovation through the Library Media Program. Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations.</p>
<p>3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.</p>	<p>2. Knowledge of Human Development and Learning. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</p>	<p>I. Knowledge of Learners. Accomplished library media specialists have knowledge of learning styles and of human growth and development. II. Knowledge of Teaching and Learning. Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment.</p>
<p>4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their</p>	<p>3. Adapting Instruction for Individual Needs. The teacher understands how students differ in their approaches to learning and creates instructional</p>	<p>IV. Integrating Instruction. Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and</p>

approaches to learning.	opportunities that are adapted to diverse learners. 7. Instructional Planning Skills. The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	assessment of learning. IX. Ethics, Equity, and Diversity. Accomplished library media specialists uphold professional ethics and promote equity and diversity.
5. Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.	4. Multiple Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	VI. Administering the Library Media Program. Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively.
6. Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.	5. Classroom Motivation and Management Skills. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	II. Knowledge of Teaching and Learning. Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment.
7. Teachers foster collaborative relationships with colleagues and families to support students' learning.	10. Partnerships. The teacher fosters relationships with school colleagues, parents, and agencies in the greater community to support students' learning and well-being.	X. Leadership, Advocacy, and Community Partnerships. Accomplished library media specialists advocate for the library media program, involving the greater community.
8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	6. Communication Skills. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	IV. Integrating Instruction. Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning.
9. Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.	8. Assessment of Student Learning. The teacher understands and uses formal and informal assessment strategies to measure the continuous intellectual, social, and physical development of the learner.	IV. Integrating Instruction. Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning.
10. Teachers reflect on their practice and assume responsibility for their own professional development by	9. Professional Commitment and Responsibility. The teacher is a reflective practitioner who continually evaluates the effects	VII. Reflective Practice. Accomplished library media specialists engage in reflective practice to increase their

<p>actively seeking opportunities to learn and grow as professionals.</p>	<p>of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.</p>	<p>effectiveness. VIII. Professional Growth. Accomplished library media specialists model a strong commitment to lifelong learning and to their profession.</p>
<p>11. Teachers maintain professional standards guided by legal and ethical principles.</p>	<p>Professional Ethical Behavior.</p>	<p>IX. Ethics, Equity, and Diversity. Accomplished library media specialists uphold professional ethics and promote equity and diversity.</p>

APPENDIX 6
University of Rhode Island
Graduate School of Library and Information Studies
EXPECTATIONS FOR COOPERATING MEDIA SPECIALISTS

Cooperating Media Specialists are expected to:

1. Understand, subscribe to, facilitate and assess student progress and performance with regard to the University's Core Beliefs about teacher education, the Rhode Island Beginning Teacher Standards (BTS), and the four roles of the library media specialist.
2. Work to accommodate the practices of the URI GSLIS school library media program. This includes reviewing the Guidelines, using them to help guide/plan the student teaching experience and your relationship with the faculty supervisor.
3. Make reasonable accommodations for the practicum student's lesson planning and teaching assignments from LSC 520.
4. Understand and effectively assume the role of mentor in a professional capacity,
5. Use professional knowledge to guide the support given to the practicum student.
6. Provide both solicited and spontaneous, in-depth observations and feedback on a regular basis.
7. Help the practicum student gain ownership of the instructional setting (i.e. a personal desk, materials, access to AV equipment, etc.)
8. Model practices consistent with the Rhode Island Beginning Teacher Standards.
9. Model and provide guidance in quality lesson planning and implementation.
10. Model effective classroom behavior management.
11. Inform the practicum student of the different linguistic, cultural, economic, and achievement backgrounds of the students in the classes as well as instructional modifications designed to meet students' needs.

APPENDIX 7
University of Rhode Island
Graduate School of Library and Information Studies
EXPECTATIONS FOR THE PRACTICUM STUDENT

Practicum Students are expected to:

1. Teach in relevant content areas subjects (i.e. Integrated Information Literary Standards.)
2. Understand the student diversity* of the classroom by respecting and valuing students from all cultural, socioeconomic, and language backgrounds.
3. Plan and implement instructional practices and classroom interactions based on students' needs.
4. Be included in on-going interactions with parents and colleagues and maintain high standards of confidentiality.
5. Have the opportunity to participate in grade-level, interdisciplinary, and/or content-area team activities (planning, meetings, etc.)
6. Learn to incorporate various aspects of current technologies into instruction.
7. Use a variety of instructional practices (direct instruction, differentiated instruction, cooperative learning, small-group instruction, use of multiple intelligences, centers) in the classroom.
8. Create daily lesson plans framed by current, appropriate standards.
9. Gain experience using a variety of on-going, documented assessments of student work (formal, informal, content specific, performance-based) to evaluate student progress.
10. Reflect a thorough understanding of the RIBTS in preparing, teaching, and evaluating lessons.
11. Maintain the highest standards of teaching professionalism.
12. Adopt a self-improvement philosophy by requesting and welcoming constructive feedback and incorporating them into instruction.
13. Demonstrate mastery of RIBTS and the four roles of the library media specialist as teacher, information specialist, instructional partner and program manager.

*diversity: ethnic, racial, socio-economic, gender, religious, learning styles, exceptionalities.

APPENDIX 8
University of Rhode Island
Graduate School of Library and Information Studies
PRACTICUM STUDENTS' RESPONSIBILITIES

Practicum Students are expected to:

1. Implement whole-class, cooperative group and individual instruction that reflects knowledge of content area standards and research.
2. Create and teach lessons and reflect about the strengths and weaknesses of the organization of content and delivery of those lessons.
3. Prepare instructional assessment materials, e.g. charts, bulletin boards, worksheets, student materials, rubrics, checklists, and scoring matrixes.
4. Manage student behavior and classroom routines.
5. Assess student work and contribute to student assessment.
6. Supervise lunchrooms, playground, library, and etc.-where done by the cooperating media specialist.
7. Participate in parent/student conferences and open houses if possible.
8. Maintain student records, circulation records, etc.
9. Demonstrate mastery of RIBTS and the four roles of the library media specialist.

URI GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES
LSC 596 PRACTICUM FIELD EXPERIENCE
Professor Cheryl A. McCarthy, Spring 2006
Assessment of Practicum Student Meeting LMS Roles And
Rhode Island Beginning Teacher Standards 1-11

Student's Name: _____ Cooperating Media Specialist _____
Date _____ Evaluation # _____ Indicate: 50 Hours, 100 Hours, or 150 Hours

Please mark the number that best represents the student's progress at this time in the appropriate box with **1-5** (With 1 showing little evidence of meeting standard and 5 well above standard.) You may leave an item blank if the student has not had an opportunity to demonstrate that standard or LMS Role yet. Thank You!

I. ROLE: TEACHER: PLANNING & PRESENTING	Little Evidence	Approaching Standard	Meets Standard	Above Standard	Well Above Standard
I. RIBTS (1, 2, 3, 4, 5)	1	2	3	4	5
1. Create learning experiences stated as learner outcomes using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live (academic, social, and cultural experiences). (RIBTS 1)					
2. Create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of information literacy skills (RIBTS 2)					
3. Design instruction that addresses core skills, concepts, and ideas of information and literacy to help students meet the goals of Rhode Island Common Core of Learning (RIBTS 2.2)					
4. Select materials and resources based on comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts (RIBTS 2.3)					
5. Incorporate appropriate technology resources to support student exploration of disciplines (RIBTS 2.4)					
5. Create lesson plans that reflect an understanding of how children learn in terms of how children construct knowledge, acquire skills, develop habits of mind, and acquire positive attitudes toward learning (RIBTS 3.0, 3.1)					

7. Teaching strategies and materials appropriate and varied for developmental levels of students (RIBTS 3.3).					
3. Design instructional opportunities that reflect a respect for diversity of learners and an understanding of how students differ in their approaches to learning. (e.g., stage of development, learning style, English language acquisition, learning disability, accommodations for students with IEP) (RIBTS 4.0, 4.1, 4.4).					
9. Design lessons to encourage critical thinking, problem solving, and performance skills challenging students to develop higher level cognitive skills. (RIBTS 5.0, 5.1)					
10. Develop essential questions that encourage students to view, analyze, and interpret ideas from multiple perspectives and know when to assist students and allow them to solve problems independently (RIBTS 5.2, 5.3)					
11. Plan tasks that engage students in generating knowledge and incorporating exploration, discovery, and hands-on activities (RIBTS 5.4, 5.5).					

COMMENTS ON TEACHER ROLE (RIBTS 1,2,3,4, &5):

II. ROLE: PROGRAM ADMINISTRATOR: CREATE POSITIVE LEARNING ENVIRONMENT IN LMC	Little Evidence 1	Approaching Standard 2	Meets Standard 3	Above Standard 4	Well Above Standard 5
II. RIBTS (6 & 11)					
12. Create learning environments that encourages appropriate standards of behavior, positive social interaction and active and collaborative engagement in learning (RIBTS 6.0, 6.1, 6.6) .					
13. Establish effective classroom management in which clear rules and expectations for behavior and achievement are maintained in a safe and secure environment characterized by mutual respect (RIBTS 6.1, 6.2, 6.5, 6.7)					
14. Organize and allocate the library media resources and materials and physical space to support active engagement of students (RIBTS 6.3)					
15. Maintains professional standards, policies, procedures and laws guided by legal and ethical principles (RIBTS 11.0, 11.1, 11.2, 11.3, 11.4, 11.5)					

COMMENTS ON PROGRAM ADMINISTRATOR ROLE AND CLASSROOM MANAGEMENT (RIBTS 6&11):

III.ROLE: INSTRUCTIONAL PARTNER	Little Evidence 1	Approaching Standard 2	Meets Standard 3	Above Standard 4	Well Above Standard 5
III. RIBTS (7, 8, 9)					
16. Foster collaborative relationships with colleagues and families to support student learning that benefits ALL students (RIBTS 7.0, 7.1) .					
17. Use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas to promote learning and enrich discourse and group interaction (RIBTS 8.0, 8.1, 8.2, 8.3, 8.4)					
18. Use a variety of assessment strategies and instruments to support the continuous development of the learner (RIBTS 9.0) .					

COMMENTS ON INSTRUCTIONAL PARTNER ROLE (RIBTS 7,8,9):

IV. ROLE: INFORMATION SPECIALIST IV. RIBTS (10)	Little Evidence 1	Approaching Standard 2	Meets Standard 3	Above Standard 4	Well Above Standard 5
19. Reflect on practice and assume responsibility for professional development by actively seeking opportunities to learn and grow and share information as professionals (RIBTS 10.0, 10.2, 10.4)					
20. Incorporate new instructional approaches and strategies, including technological advances (RIBTS 10.3).					

COMMENTS ON INFORMATION SPECIALIST ROLE (RIBTS 10):

Signature of Student: _____

Signature of Evaluator: _____

Date of Evaluation: _____

Name of Candidate:
Portfolio for School Site:
Reviewed by University Supervisor:
Date:

University of Rhode Island
Graduate School of Library and Information Studies
LSC 596 Professional Field Experience: School Library Media Practicum
Portfolio Evaluation By Professor Cheryl A. McCarthy
Introduction

LSC 596 Professional Field Experience: School Library Media Practicum and Seminar is a nine credit graduate course that focuses on directed field experiences in two school library media centers for a total of 300 hours (5 weeks or 150 hours in elementary and 5 weeks or 150 hours in secondary). Students perform the four roles of school library media specialists: teacher, information specialist, instructional partner, and program manager. This course is the capstone of teacher certification track for all students in the school library media program. Students enrolled in the School Library Media Practicum have successfully completed LSC 520 School Library Media Services with a B or better and have been interviewed for readiness by their advisor/supervisor for the Practicum and have volunteered at their two practicum sites in the Fall.

Each student is required to develop a working portfolio for each practicum site. The exit portfolio, however, will be assessed as a whole and will enable the student to showcase evidence of their field experiences and how they meet or exceed the eleven Rhode Island Beginning Teacher Standards (RIBTS). In addition, the exit portfolio will document the level to which students are prepared to receive approval for teaching certification in School Library Media grades kindergarten through twelve. Students who are in the regional program out of state may opt to use the INTASC Standards or if students are already certified as a teacher they may opt to meet the National Board for Professional Teaching Standards in Library Media (NBPTS).

Evidence included in exit portfolios documents the students' application of Information Literacy Standards and other subject area standards as used during the field experiences as well as meeting the RIBTS/INTASC or NBPTS. The practicum supervisor using the rubric below will assess the exit portfolio and submit the scored rubric points for the data tables for analysis of the school library media program.

Sections [tasks] of Portfolio

There are 13 tasks for your portfolio. Be sure to check rubrics below for details.

1. Table of contents and Analysis of Culture of your school
2. Program Outline for EACH site
3. Concise Personal Statement of Your Career as a School Library Media Specialist [This is a combination of a philosophy of education and service]
4. Resume
5. E-FOLIO 11 Statements with rationales for Each 11 Rhode Island Teacher Standards (RITS) with supporting Artifacts and Matrix [One item may be evidence of meeting more than one standard but you must create a justification sheet for each including the Standard statement and a what item you have chosen and HOW and WHY that artifact meets the standard. See Portfolio text for samples.]
6. Daily Lesson Plans
7. Daily Logs of activities with one daily reflection
8. Journal Entries 3 required at each site for 50, 100, and 150 hours for each site
9. Additional Projects – [Pictures of Displays& Bulletin Boards, Webliographies, Bibliographies, Pathfinders, Reading Lists (bookmarks), Databases, Web page, Signage, Workshops, Curriculum collaborations]
10. **Evaluations:** Cooperating LMS's Third Evaluation one each site @ 150 hours
11. **Evaluations:** Site Visit Evaluations by University Supervisor one each site
12. Case Study: [An individual and collaborative effort with seminar partner]
13. Video
14. Participation in Seminar Discussions each seminar session

Each section will be evaluated using the following guidelines:

Target/Exemplary= Well Above Standard 5points,

Acceptable= Above Standard = 4 Points or Meets Standard= 3 Points,

Not Acceptable= Approaching Standard= 2 Points, Little Evidence of meeting standard= 1 Point.

TARGET/EXEMPLARY= Well Above Standard 5points= Well Above Standard 5points: This category is intended to assess exemplary work that exceeds requirements with equivalent letter grade of A to A+. Exemplary level is intended to assess exemplary work and growth beyond the beginning teacher level with work that exceeds the requirements or is well above standard and is equivalent to letter grade of A to A +.

ACCEPTABLE= Above Standard= 4 points and Meeting Standard= 3 points: All requirements met with Equivalent letter grade of B- for barely minimal acceptance, B=Meets Standard to B+ (Above standard). Requirements met with careful attention to detail equivalent to letter grade of B+ or A- for above standard.

UNACCEPTABLE= Approaching Standard= 2 Points or Little Evidence= 1 point: Evidence is missing / or incomplete evidence or documentation of meeting standard is not convincing. Unacceptable work= 2 points Approaching Standard or 1 point Little Evidence is one in which the student has not demonstrated graduate level work and is equivalent to a letter grade of C to F.

Scoring is indicated by a **SCORE of 1-5** on your portfolio evaluation sheet for each item listed. **Comments: All additional comments will be printed in the comments column.**

Section 1/ Task 1

Table of Contents/Research and Analysis of Culture of School = 5 Points

Target/Exemplary= Well Above Standard 5points

- Statement of hours completed
- Research/Summary/Analysis of Culture of School Community
- Summary of test scores for school and summary of reports or other evaluations of school and standards and student academic achievement are used to inform planning and practice as the school's library media specialist.

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Statement of Hours Completed
- Summary of test scores for school
- Summary of evaluation reports and student achievement and standards

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No Statement of hours or incomplete
- No Summary of Culture of School Community or incomplete
- No Summary of test scores for school
- No Summary of school reports

Section 2/Task 2

Program Outline= 5 Points

Target/Exemplary= Well Above Standard 5points

- Complete Outline well-organized with incremental responsibilities in all four roles evidenced clearly identified especially collaborations with teachers.
 1. Teacher, 2. Information Specialist, 3. Instructional Partner, 4. Program Manager
 2. RIBTS 1-11 specified
- Signed by Cooperating Media Specialist*

Acceptable= 4 points Above Standard or 3 Points Meets Standard Complete Outline

- Identification of four roles of School library Media Specialist: 1. Teacher, 2. Information Specialist, 3. Instructional Partner, 4. Program Manager
- RIBTS 1-11 identified
- Signed by Cooperating Media Specialist

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No Program Outline or incomplete outline or No RIBTS
- Incomplete identification of Four roles of school library media specialist: 1. Teacher, 2. Information specialist, 3. Instructional Partner, and 4. Beginning program manager
- Missing signature of cooperating media specialist

Section 3/Task 3

Concise Personal Statement of Your Career as a School Library Media Specialist (300- 500 words)= 5 Points

Target/Exemplary= Well Above Standard 5points

- Personal Statement complete and reflective statement
- Well-written – thoughtful statement void of typos and grammatical errors
- Concise 300 – 500 words
- Evidence of commitment to help all students become information literate and life long learners
- 4 Roles of SLMS identified and seamlessly incorporated into statement
- Evidence of the importance of RIBTS as applied during field experience and how standards will be applied in future practice
- Statement by certified teacher references past experiences and outlines future goals.

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Personal Statement Complete
- Well-written – no typos, correct grammar
- Concise 300 – 500 words
- Evidence of commitment to help all students become information literate and life long learners
- 4 Roles of SLMS identified and RIBTS identified
- Evidence of an understanding of the importance of standards based education

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No Personal Statement or Incomplete statement
- Poorly written – typos, incorrect grammar
- Less than 300 – words more than 500
- Evidence of lack of commitment to help all students become information literate, and life long learners
- 4 Roles of SLMS not identified and RIBTS not clearly identified
- Lack of evidence of an understanding of the importance of standard based education

Section 4/Task 4

Résumé= 5 Points

Target/Exemplary= Well Above Standard 5points

- Resume professionally presented and up to date with additional examples, i.e. Reference to web pages developed by student for the purpose of seeking employment
- Technology and information skills used to enhance the entire school community
- Teaching awards
- Grants
- Special projects
- Library and Information Science association memberships / activities

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Resume included
- Up-to-date
- No typos
- Practicum experiences included

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No resume or incomplete resume
- Not up to date
- Typos
- Practicum experiences not included

Section 5/Task 5

Statement for Each 11 Rhode Island Teacher Standards (RITS) with supporting Artifacts and Matrix. One item may be evidence of meeting more than one standard but you must include a rationale or justification for each 11 RITS.

5 points for EACH 11 RITS=55 POINTS

Target/Exemplary= Well Above Standard 5points

- Statement of each **RITS** including a description of **WHAT** artifact was chosen to demonstrate **HOW** you meet that standard and **WHY** it meets that standard.
- Lessons complete with reference to specific standards content areas such as math, science, social studies, language arts, reading, art, and so on.
- Rationale Statements or justifications for each artifact are well-written
- Supporting artifacts (one or more) for each of the 11 RITS
- Supporting artifacts are strong evidence of achievement of RITS
- Matrix complete with RITS & other standards has appropriate along with artifacts

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Statements for each 11 Rhode Island Teacher Standards included
- Statements well-written
- Supporting at least one artifact included for each RITS
- Supporting artifacts are evidence of achievement of RITS
- Matrix complete with RITS & artifacts

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- Not all 11 RITS identified with descriptive statements and rationales included
- Incomplete RITS
- Poorly written statements
- Not all 11 standards with supporting artifacts or incomplete artifacts
- Supporting artifacts are not evidence for standard indicated
- No or incomplete Matrix listing of 11 standards with artifacts

Section 6/Task 6

Lesson Plans=5 Points

Target/Exemplary= Well Above Standard 5points

- Complete lesson plans
- Consistent use of lesson plan formats - Big6© or Information Literacy as appropriate for grade level (distributed in LSC 520)
- Clearly articulated student outcomes or learner objectives
- Multiple learning styles are consistently included
- List of resources and alternatives
- Lesson Plan (s) modified to better address appropriate levels of students – evidence - brief description of modifications and why they were made and results of modifications
- Evidence of lessons modified specifically to address the needs of AP, ESL, Gifted or Special Education or culturally diverse students.
- Variety of assessment strategies both formal and informal and developed collaboration with classroom or subject area teacher
- Lesson plans original and / or creatively adapted (including references)
- Documentation of informal lessons taught on secondary level and short reflection on how knowledge of collection and resource effect this experience
- Collaboration / team teaching development of new lesson, unit or project
- Evidence of lesson (s) team/taught with teachers & LMS

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Complete lesson plans
- Consistent use of lesson plan formats - Big6© or Information Literacy as appropriate for grade level (distributed in LSC 520)
- Clearly articulated student outcomes or learner objectives
- Address various Learning Styles
- Activities included
- List of resources used
- Lesson Plans appropriate for developmental age and level, i.e. Elementary Literature based, Secondary Big6© or Information Literacy Standards
- Attempts make to integrate lesson with curriculum
- Insufficient quantity and quality

- Variety of assessment strategies both formal and informal (i.e. observation, checklist, rubric, portfolio, participation in discussion, group project, self-evaluation)
- Lesson plans adapted as evidenced by references to sources
- Documentation of informal lessons taught on secondary level
- Evidence of collaborative team teaching with teacher on a single lesson, unit or project.

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No or incomplete lesson plans
- Inconsistent use of lesson plan formats such as Big6© or Information Literacy as appropriate for grade level (distributed in LSC 520)
- Lack of outcomes or learner objectives not stated in terms of learner
- Lack of various learning Styles
- Lack of activities
- Lack of resources used
- Lesson Plans not appropriate for developmental age and level, i.e. Elementary Literature based, Secondary Big6© or Information Literacy Standards
- No attempts made to integrate lesson with curriculum
- Insufficient quantity and quality of lessons
- Lack of variety of assessment strategies both formal and informal (i.e. observation, checklist, rubric, portfolio, participation in discussion, group project, self-evaluation)
- Lesson plans plagiarized as evidenced by lack of documentation
- No documentation of informal lessons taught on secondary level
- No evidence of collaborative team teaching **Section 7**

Section 7/Task 7

Daily Logs= 5 Points

Target/Exemplary= Well Above Standard 5points:

- Complete Log of variety of daily activities
- Daily Reflection
- Evidence of 4 Roles
- Evidence of RITS

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Complete Log of variety of daily activities
- No Daily Reflection and RIBTS and Roles not clearly identified

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- Not complete log of daily activities
- No evidence of daily reflection

Section 8/Task 8

Journal Entries 3 required at end of 50 and 150 = 5 Point scale each x 2 = 10 Points

Target/Exemplary= Well Above Standard 5points

- Journal entries complete showing reflection and growth as LMS
- All well-written – no grammar errors, no typos
- All entries when read demonstrate progressive understanding and implementation of 4 roles of a school library media specialist from first journal entry to last.
- All entries seamlessly highlight the process of meeting RIBTS and how your practice is informed by the standards
- Entries reflect how RIBTS and Information literacy standards influence students' achievement

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Journal entries complete all 6
- All well-written – grammatically correct, no typos
- Entries as a whole reflect growth as a school library media specialist in all 4 roles
- All entries highlight process of meeting RIBTS
- Entries reflect your students' achievements

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No or incomplete journal entries less than 6
- 2 or more poorly-written – typos, grammatically incorrect
- Entries do not reflect growth as a school library media specialist in all 4 roles
- Entries do not highlight process of meeting RI Beginning Teacher Standards
- Entries do not reflect your students' achievements

Section 9

Additional Projects - (Displays, Bulletin Boards, Webliographies, Bibliographies, Reading Lists (bookmarks), Databases, Web page, Signage, Workshops, Curriculum collaborations. Etc.) = 5 Points

Target/Exemplary= Well Above Standard 5points

- Curriculum collaborations
- PowerPoint presentations/ Instruction
- Graphic organizer presentations/ instruction
- Webpage/ database enhancement or development
- Book Fairs
- Ordering of materials print or nonprint – brief description
- Retrospective conversion activities – brief description
- Grant project or proposal

Acceptable= 4 points Above Standard or 3 Points Meets Standard

Additional projects documented

- Bulletin Boards, displays or posters
- Bibliographies, Webliographies, Reading lists (bookmarks)
- Reading/literacy promotion
- Curriculum collaborations
- Handbooks
- Guide sheets
- Pathfinders

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No additional projects included
- No bulletin boards or displays or posters
- Lack of webliographies, bibliographies, reading list (bookmarks)
- No curriculum collaborations

Section 10 & 11

EVALUATIONS:

10. Cooperating LMS Evaluation for 150 hours= 20 items x 5 point scale =100 points

11. Site Visit Evaluation by University Supervisor= 20 items x 5 point scale=100 points

Target/Exemplary= Well Above Standard 5 points for each item

- Site Visit Reports and positive comments by University Supervisor (5 points for each item on evaluation)
- Evaluations from cooperating LMS 20 items with 5 points on scale plus positive comments and narrative.
- Letters of support from other faculty, principal, parent or other educational organizations that document outstanding achievement specifically noting exceptional contributions.
- Awards & Scholarship & recognition for achievements as a practicum student

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Site Visit Reports points and comments by University Supervisor (3-4 points for each item on scale)
- Evaluations from cooperating LMS (3-4 point scale plus comments and narrative (summary comments)

Unacceptable= Approaching Standard 2 Points or Little Evidence 1 Point

- Not meeting standards by cooperating LMS evaluation and comments show need for improvement (1-2 points for each item)

- Not meeting standards by site visit evaluation by University Supervisor and comments show need for improvement (1-2 points for each item.)

Section 12

Case Study: An individual and collaborative effort with seminar partner= 5 Points

Target/Exemplary= Well Above Standard 5points

- Complete Case Study individual Case Study
- Complete joint Case Study
- Clear description of main problem
- Discrete in presentation i.e. names changed
- Adequate alternatives posed
- Advantages and disadvantages of each alternative and reasons stated
- Best alternative (s) identified and reasons for choice stated
- Careful attention given to “If not, then what? Consequences
- Step by step implementation of solution
- Lacks issues and questions for discussion & cluster of problems
- Ethical dilemma resolved realistically
- Resolution reflects ALA (American Library Association) Code of Professional Ethics
- Effective collaboration equitable distribution of effort
- Well-written and coherent
- Use of PowerPoint to enhance presentation with careful attention given to elements of design: appropriate fonts in size and style, color scheme enhances rather than distracts, use of text appropriate to slide viewed, and list of references as needed.
- Appropriate use of other technology and or / media to enhance presentation

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Completed individual Case Study
- Complete joint Case Study
- Clear description of main problem
- Discrete in presentation i.e. names changed
- Adequate alternatives posed
- Advantages and disadvantages of each alternative and reasons stated
- Best alternative (s) identified and reasons for choice stated
- Careful attention given to “If not, then what? Consequences
- Step by step implementation of solution
- Lacks issues and questions for discussion & cluster of problems
- Ethical dilemma resolved realistically
- Resolution reflects ALA (American Library Association) Code of Professional Ethics
- Effective collaboration equitable distribution of effort
- Well-written and coherent

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- Missing or/ incomplete individual Case Study
- Missing or incomplete joint Case Study
- 〈 Lacks clear description of main problem
- Lacks discretion in presentation no names changed
- Lacks alternatives
- Lacks advantages and disadvantages of each alternative
- No choice of best alternative (s)
- No attention given to “If not, then what? Consequences
- Lacks step by step implementation of solution
- Lacks issues and questions for discussion
- Ethical dilemma is not resolved realistically
- Resolution does not reflect ALA (American Library Association) Code of Professional Ethics
- Poor collaboration – not a convincing collaborative effort

- Not well-written or coherent

Section 13

Video= 5 Points

Target/Exemplary= Well Above Standard 5points

- Exceeds RIBTS with focus on active learning and clear expectations
- Students on task and engaged in activity
- Higher order Thinking
- Shows respect for diversity of learners
- Effective Classroom Management
- Brings Closure to lesson
- Uses either formal or informal assessment strategy

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Meets RIBTS with active engagement of learners
- Teaching strategies appropriate
- Clear expectations and clear focus for learning

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- Not meeting RIBTS and shows little engagement of learners
- Not clear expectations or clear focus for learning

Section 14:

Participation in Seminar Discussions = 5 Points per session = 35 total

Target/Exemplary= Well Above Standard 5points

- **Participates in ALL seminars whether online WEB CT or face to face**
- Exceeds RIBTS with focus on active learning and participation at each seminar
- Engages in discussion on assigned books and themes
- Higher order Thinking and questions demonstrate critical and reflective thinking
- Shows respect for diversity of opinions

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- **Participates in ALL seminars whether online WEB CT or face to face**
- **Meets** RIBTS with focus on active learning and participation at each seminar
- Engages in discussion on assigned books and themes
- Higher order Thinking and questions demonstrate critical and reflective thinking
- Shows respect for diversity of opinions

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- Not meeting RIBTS and shows little active engagement in discussions
- Does not attend all seminars or shows little preparation of questions for discussion on books or themes.