

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, Weblibliographies, 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 weblibliographies, 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.