

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)					
6. 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).					
8. 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 II. RIBTS (6 & 11)	Little Evidence 1	Approaching Standard 2	Meets Standard 3	Above Standard 4	Well Above Standard 5
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 III. RIBTS (7, 8, 9)	Little Evidence 1	Approaching Standard 2	Meets Standard 3	Above Standard 4	Well Above Standard 5
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 (RIBT 10):

Signature of Student: _____

Signature of Evaluator: _____

Date of Evaluation: _____