

School Library Media

**Assessment 8: Evidence of Appropriate Dispositions and Leadership Competence
Portfolio Rubric during Field Experience (Capstone Exit Requirement)**

	Unacceptable	Acceptable	Target
1. Log/Journal of Hours Spent in the Field Experience	Log contains documentation of less than 150 hours and/or descriptions of how time was spent and/or reflections on learning activities are missing or incomplete.	Log contains documentation of 150 clock hours and descriptions of how time was spent along with brief reflections on learning activities.	Log contains documentation of 150 or more clock hours and thorough descriptions of how time was spent along with detailed reflections on learning activities.
2. Instruction	Candidate has not delivered information literacy instruction, or their delivery was unsatisfactory.	Candidate has satisfactorily delivered information literacy instruction during the field semester.	Candidate has delivered exemplary information literacy instruction during the field semester.
3. Management	Candidate has not developed and/or coordinated school library media programs and resources.	Candidate has developed and coordinated school library media programs and resources.	Candidate has admirably developed and coordinated school library media programs and resources.
4. Information Literacy Efforts	Candidate has not provided instruction in the evaluation, selection, organization, distribution, creation and utilization of school library media, or their instruction was unsatisfactory.	Candidate has provided instruction in the evaluation, selection, organization, distribution, creation and utilization of school library media.	Candidate has provided outstanding instruction in the evaluation, selection, organization, distribution, creation and utilization of school library media.
5. Knowledge	Candidate does not have sufficient knowledge of print, non-print and electronic resources, including the technologies	Candidate has sufficient knowledge of print, non-print and electronic resources, including the technologies	Candidate has excellent knowledge of print, non-print and electronic resources, including the technologies needed for their use.

	needed for their use.	needed for their use.	
6. Learning Environment	Candidate does not contribute to an active learning environment, and/or does not demonstrate understanding of needs or learning styles, and/or does not design for interaction and engagement.	Candidate contributes to an active learning environment through analysis of the needs of the school community, knowledge of student learning styles, and design of spaces and interactions which promote engagement.	Candidate influences others to contribute to an active learning environment through analysis of the needs of the school community, superior knowledge of student learning, and design of spaces and interactions which promote ongoing engagement.
7. Use of Information and Ideas	Candidate does not apply appropriate resource strategies or does not have a clear understanding of these strategies. Candidate disregards ethical/legal information-seeking behaviors or ignores their promotion. Candidate is unaware of or does not support information and technologies to support student interests and needs.	Candidate applies strategies to locate, evaluate and use resources in a variety of formats for a variety of purposes. Candidate promotes efficient and ethical/legal information-seeking behavior. Candidate advocates for and demonstrates effective use of information and technologies to support student interests and needs.	Candidate models and applies diverse strategies to locate, evaluate and use resources in a variety of formats for a variety of purposes. Candidate teaches and clearly promotes efficient and ethical/legal information-seeking behavior. Candidate advocates for and demonstrates comprehensive uses of information and technologies to support a variety of student interests and needs.
8. Teaching and Learning	Candidate is unable to integrate information literacy with curriculum or partner with classroom teachers.	Candidate integrates information literacy with curriculum, often in partnership with classroom teachers.	Candidate fully integrates many aspects of information literacy with curriculum through partnership with teachers.
9. Collaboration and Leadership	Candidate is unable to provide leadership among staff, and/or is	Candidate provides leadership among staff, and establishes	Candidate provides ongoing leadership among staff, and establishes connections

	<p>unable to demonstrate connections with the greater library and education communities. Candidate is uninvolved with the personal and professional growth of teachers and other educators.</p>	<p>connections with the greater library and education communities to create program elements that focus on student learning and achievement. Candidate encourages the personal and professional growth of teachers/ other educators.</p>	<p>with the greater library and education communities to create a variety of program elements that focus on student learning and achievement. Candidate takes the initiative to encourage the personal and professional growth of teachers and other educators.</p>
10. Program Administration	<p>Candidate is unable to organize, plan and/or manage a school library media program related to the mission of the school. Candidate is unprepared to evaluate and assess a school library media program.</p>	<p>Candidate organizes, plans and manages the school library media program in a manner which fulfills the mission of the school. Candidate is able to evaluate and assess the program to propose logical improvements.</p>	<p>Candidate organizes, plans and manages the school library media program based on a clear understanding of the mission and vision of the school. Candidate regularly evaluates and assesses to propose and implement improvements.</p>