Key Assessments
School Library Media Specialist

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GACE Media Specialist Test I and Test II (Georgia Content Test)

In order to be recommended for Georgia certification, candidates must pass the Georgia Assessments for the Certification of Educators (GACE) Media Specialist Test I and Test II. GACE scores of CSU School Library Media program completers will be used in conjunction with other data to inform decisions about program delivery, curriculum, field experiences, and other program-related issues. An 80% or better pass rate on the GACE is expected.

Of the institution’s program completers who take the required GACE II Media Specialist Content tests, six candidates took the GACE Test II from September 2008 – August 2009 and six passed.

Field Experience Assessment (Content Knowledge, Planning, Clinical Practice, Effects on Student Learning, Dispositions)

The Field Experience Assessment instrument is used to assess candidates’ performance in all field experiences throughout the program, beginning with the introductory courses and continuing through the internship experience. The instrument is based on the ALA/AASL Standards and is aligned with PSC Standards, the College of Education’s Conceptual Framework, NBPTS Standards, and Information Power Standards. Scores on Field Experience Assessment items will reflect evaluations of observed performances in classrooms and media centers, collected artifacts, and reflective reviews of library visit / observation by the candidate’s cooperating supervisors and university supervisor. The information gathered will also include the assessment of knowledge of effective use of information, instructional strategies, learning environments and social interactions; instructional planning, professional and ethical practice, collaboration and program administration of school library media.

The table on the next page outlines field assignments for courses containing embedded field hour requirements. Candidates complete these assignments while in the field.

Field Experience Assessment and Scoring Guide are attached.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>No. of Field Hours</th>
<th>Requirement 1</th>
<th>Requirement 2</th>
<th>Requirement 3</th>
<th>Requirement 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUT 6115</td>
<td>10</td>
<td>library visit/observation and interview of a Librarian</td>
<td>Reflective Journal</td>
<td>Webfolio Artifact</td>
<td></td>
</tr>
<tr>
<td>EDUT 6116</td>
<td>15</td>
<td>Observe the cataloging efforts of and interview an SLMS</td>
<td>Evaluate online public access catalogs</td>
<td>Webfolio Artifact</td>
<td></td>
</tr>
<tr>
<td>EDUT 6117</td>
<td>15</td>
<td>Observation and interview</td>
<td>Collection Development Policy</td>
<td>Webfolio Artifact</td>
<td></td>
</tr>
<tr>
<td>EDUT 6118</td>
<td>15</td>
<td>Observation and interview</td>
<td>Facilities Plan</td>
<td>Budget Analysis / Simulation</td>
<td>Webfolio Artifact</td>
</tr>
<tr>
<td>EDUT 6115</td>
<td>10</td>
<td>Observation &amp; Instruction of pupils</td>
<td>Lesson Plan &amp; Reflection</td>
<td>Design, teach, and evaluate a collaborative unit</td>
<td>Webfolio Artifact: Case Study Reflective Journal</td>
</tr>
<tr>
<td>EDRG 6160</td>
<td>10</td>
<td>Lesson Plans - Research Process</td>
<td>Annotated Bibliography -Lesson Plans</td>
<td>Classification Activities</td>
<td>Webfolio Artifact: Excerpt from Read Aloud Assignment</td>
</tr>
</tbody>
</table>
Content GPA (Content Knowledge)

A primary indicator of competence in content courses is the grade point average (GPA) of candidates. A candidate’s academic profile will be comprised of his/her performance on GACE I and II and GPA at key transition points (that is, at the point of admission into Teacher Education and at graduation). At the end of each academic year, the program coordinator will compile the average GPA for all program completers to provide evidence of candidates’ competence in content courses and progression through the program. Program completers may not have more than two grades of C or below in their graduate coursework. Candidates who receive a third grade of C or below will be excluded from the program.

*Instructions to Candidates:*
Candidates will be made aware of GPA requirements at the Graduate Orientation and during advising sessions.

Web Folio (Content Knowledge, Planning, Clinical Practice, Effects on Student Learning, Dispositions)

The webfolio instrument is used to assess candidates’ knowledge of the program objectives and standards. The webfolio contains a collection of artifacts representing all program standards, and including candidate’s resume, professional goals and growth and philosophy of professional practice. Candidates provide written reflection statements under each artifact. The webfolio is initiated at the beginning of the candidate’s program and artifacts are added throughout the entire program in specific courses. Candidates are required to organize their webfolios according to the standards.

*Instructions to Candidates:*
Candidates will be made aware of the webfolio requirements for the School Library Media Specialist program during advising sessions.

WebFolio Assessment Instrument and Scoring Guide are attached.

Graduate Dispositions (Dispositions)

The Graduate Dispositions Evaluation Instrument is used at various transition points to assess candidates’ dispositions. Candidates’ dispositions will be assessed as part of all field experiences, including the internship. Acceptable ratings (3 or better on a scale of 1-5) on all components of the instrument will be required for admission to and exit from the internship. The program coordinator will counsel with any candidates who have unacceptable ratings on any component and develop remediation plans as needed.

Graduate Dispositions Evaluation Instrument and Rubric attached.
**Action Research Project**

The Media Specialist Research Project is designed to be a culminating experience for the candidates. The Media Specialist Project Assessment instrument is designed to elicit the candidates’ reflective skills. Candidates are required to demonstrate their mastery of oral and written communication skills by presenting their results at the symposium to an audience of peers and faculty, and submitting a final written report. This assessment is associated with EDUT 6999-Capstone Research Project.

*Instructions to Candidates:*
Candidates will be made aware of the Action Research Project requirements for the School Library Media Specialist program during advising sessions.

[Action Research Scoring Guide](#) is attached.

**Graduate and Employer/Supervisor Surveys (Institutional Assessment)**

One and two years after program completion, program graduates and their employers/supervisors will be asked to complete an online survey about the preparation of School Library Media Specialists at Columbus State University. Survey data will provide evidence regarding the preparedness of program graduates. This data, along with the data gathered at the other transition points, will be reviewed by the School Library Media Program Advisory Committee and the College of Education and Health Professions NCATE/PSC Steering Committee. Based on the review of the data, these committees will make recommendations to the program coordinator, Chair of the Department of Teacher Education and the Dean of the College of Education and Health Professions regarding program delivery, curriculum, field experiences, and other program-related issues.

[Graduate Survey](#) and [Employer Survey](#) attached.
Columbus State University
Department of Teacher Education
School Library Media Program
Field Experience Assessment

Student: 
Semester: 
Date: 
Cooperating SLMS: 
School/District: 
Days Present: 
Additional hours beyond school day: 

The practicum student evaluation form considers three sets of standards required of school library media specialists:

1.) The American Library Association (ALA)/American Association of School Librarians (AASL) Standards for certification;
2.) National Board for Professional Teaching Standards
3.) The Columbus State University College of Education Conceptual Framework;

The evaluation includes both narrative analysis and numerical rating of the practicum student’s professional competence and characteristics as evidenced during the placement period. The cooperating school library media specialist is required to review the completed evaluation form with the practicum student at the conclusion of the practicum experience. The evaluation form must be signed by the cooperating school library media specialist (SLMS), the practicum student and the university supervisor. Copies may be made of the evaluation but the original form is forwarded to the SLMS faculty advisor for placement in the student’s file.

KEY:
5 – Target - Distinguished; Exceeds expectations in demonstrating competencies consistently and with a high degree of independence in all areas.
3 – Acceptable - Proficient; Meets expectations in demonstration of competencies
1 – Unacceptable; Competencies are sporadically demonstrated and/or the practicum student requires close guidance and assistance
NA - Not applicable or not observed during the practicum placement

Instructions: For each competency, circle the number that describes the School Library Media candidate’s level of performance. The following descriptors apply:
1 - Unacceptable 3 - Acceptable 5 - Target

<table>
<thead>
<tr>
<th>Standard 1. Use of Information and Ideas. - School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Efficient and ethical information-seeking behavior</strong></td>
</tr>
<tr>
<td>Candidates model strategies to locate, evaluate and use information for specific purposes. Candidates identify and address student interests and motivations. Candidates interact with the learning community to access, communicate and interpret intellectual content. Candidates adhere to and communicate legal and ethical policies.</td>
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</tbody>
</table>
### 1.2 Literacy and reading
Candidates are aware of major trends in reading material for children and youth. Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.

### 1.3 Access to information
Candidates support flexible and open access for the library media center and its services. Candidates identify barriers to equitable access to resources and services. Candidates facilitate access to information in print, nonprint, and electronic formats. Candidates comply with and communicate the legal and ethical codes of the profession.

### 1.4 Stimulating Learning Environment
Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center. Candidates identify relationships among facilities, programs, and environment that impact student learning. Candidates plan and organize library media centers according to their use by the learning community.

**Standard 2. Teaching and Learning.** School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student’s interests, passions, and needs which drive their learning.

### 2.1 Knowledge of learners and learning
Candidates design library media instruction that assesses learner interests, needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement.

### 2.2 Effective and knowledgeable teacher
Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools. Candidates analyze the role of student interest and motivation in instructional design. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.
### 2.3 Information literacy curriculum
Candidates employ strategies to integrate the information literacy curriculum with content curriculum. Candidates incorporate technology to promote efficient and equitable access to information beyond print resources. Candidates assist students to use technology to access, analyze, and present information.

**Standard 3. Collaboration and Leadership.** - School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.

**3.1 Connection with library community**
Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures. Candidates articulate the role of their professional associations and journals in their own professional growth.

**3.2 Instructional partner**
Candidates model, share, and promote ethical and legal principles of education and librarianship. Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.

**3.3 Educational leader**
Candidates are able to articulate the relationship of the library media program with current educational trends and important issues. Candidates recognize the role of other educational professionals and professional associations. Candidates translate for the school the ways in which the library program can enhance school improvement efforts. Candidates utilize information found in professional journals to improve library practice.

### Standard 4. Program Administration
School library media candidates administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

**4.1 Managing information resources: Selecting, Organizing, Using**
Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. Candidates organize the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice. Candidates support intellectual freedom and privacy of users. Candidates plan for efficient use of resources and technology to meet diverse user needs.
### 4.2 Managing program resources: Human, financial, physical
Candidates develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies. Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues. Candidates plan adequate space for individuals, small groups and whole classes.

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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
<th>Comments:</th>
</tr>
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### 4.3 Comprehensive and collaborative strategic planning and assessment
Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school’s goals and objectives. Candidates use data for decision-making.

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<tr>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
<th>Comments:</th>
</tr>
</thead>
</table>

Additional Comments, Commendations, Areas for Professional Development:

Signatures:

Cooperating School Library Media Specialist ________________  Date______________

Practicum Student ______________________________________ Date ___________

University Supervisor______________________________ Date _____________
Field Experience Assessment Rubric
ALA/AASL Standards and Objectives for Teacher Education Programs

**Standard 1: Use of Information and Ideas**--School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

### 1.1 Efficient and Ethical Information-Seeking Behavior

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
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</thead>
<tbody>
<tr>
<td>Candidates demonstrate little or no evidence of the research process. Candidates do not differentiate user needs. Candidates do not identify or support student interests or needs. Legal and ethical practices are ignored.</td>
<td>Candidates model strategies to locate, evaluate and use information for specific purposes. Candidates identify and address student interests and motivations. Candidates interact with the learning community to access, communicate and interpret intellectual content. Candidates adhere to and communicate legal and ethical policies.</td>
<td>Candidates advocate for and demonstrate effective use of current and relevant information processes and resources, including emerging technologies. Candidates model a variety of effective strategies to locate, evaluate and use information in a variety of formats for diverse purposes. Candidates plan reference services, using traditional and electronic services that are comprehensive and address the needs of all users. Candidates model and teach legal and ethical practices.</td>
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### 1.2. Literacy and Reading

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates demonstrate little or no evidence of knowledge of the reading process. They are not familiar with reading material for children and youth.</td>
<td>Candidates are aware of major trends in reading material for children and youth. Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.</td>
<td>Candidates are knowledgeable about historical and contemporary trends and multicultural issues in reading material for children and young adults. Candidates analyze and apply research in literacy and reading in order to select and recommend diverse materials in formats and at levels that facilitate the reading process and the development of fluency in readers. They collaborate with teachers to integrate literature into curriculum. Candidates instill a sense of enjoyment in reading in others that leads to lifelong reading habits.</td>
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</table>
### 1.3 Access to Information

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
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</thead>
<tbody>
<tr>
<td>Candidates demonstrate little or no evidence of issues related to access to information. Candidates do not demonstrate knowledge of the legal and ethical practices of the profession.</td>
<td>Candidates support flexible and open access for the library media center and its services. Candidates identify barriers to equitable access to resources and services. Candidates facilitate access to information in print, nonprint, and electronic formats. Candidates comply with and communicate the legal and ethical codes of the profession.</td>
<td>Candidates analyze and implement library media program scheduling options for different needs by developing flexible and open access for the library media center and its services. Candidates plan strategically to ensure physical and intellectual access to information for the entire school community. Candidates identify means of providing remote access to information. Candidates model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom.</td>
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### 1.4 Stimulating Learning Environment

<table>
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<th>UNACCEPTABLE</th>
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<th>TARGET</th>
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<tbody>
<tr>
<td>Candidates demonstrate little or no evidence of awareness of the impact of the climate of the library media environment on learning.</td>
<td>Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center. Candidates identify relationships among facilities, programs, and environment that impact student learning. Candidates plan and organize library media centers according to their use by the learning community.</td>
<td>Candidates demonstrate collaborative techniques as they create and maintain an attractive, positive educational climate in a technology-rich, library media center. Candidates use research based data, including action research, to analyze and improve services.</td>
</tr>
</tbody>
</table>
**Standard 2: Teaching and Learning**--School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student’s interests, passions, and needs which drive their learning.

### 2.1 Knowledge of Learners and Learning

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<tr>
<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td>Candidates demonstrate little or no evidence of knowledge of learner characteristics, learning processes, or exceptionalities. The link among student interests, learning, information skills instruction, and student achievement is not assessed or documented.</td>
<td>Candidates design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement.</td>
<td>Candidates ensure that the library media curriculum is documented as significant to the overall academic success of all students.</td>
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### 2.2 Effective and Knowledgeable Teacher

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<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
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<tbody>
<tr>
<td>Candidates develop lesson plans in isolation with little or no attention to instructional methodologies. Instruction exhibits limited strategies and the use of few resources. Student learning is not assessed.</td>
<td>Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools. Candidates analyze the role of student interest and motivation in instructional design. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.</td>
<td>Candidates can document and communicate the impact of collaborative instruction on student achievement. Candidates develop a regular communication procedure between home and school.</td>
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### 2.3. Information Literacy Curriculum

<table>
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<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td>Candidates develop an information literacy curriculum which is in isolation from content curriculum and which relies on traditional print-only library research tools and location and access skills.</td>
<td>Candidates employ strategies to integrate the information literacy curriculum with content curriculum. Candidates incorporate technology to promote efficient and equitable access to information beyond print resources. Candidates assist students to use technology to access, analyze, and present information.</td>
<td>Candidates work to ensure that responsibility for an integrated information literacy curriculum is shared across curricular areas throughout the school. Candidates advocate for the information skills curriculum in order to assure appropriate learning experiences for all students, and to address the academic needs of the school community.</td>
</tr>
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</table>

### Standard 3: Collaboration and Leadership--School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.

#### 3.1 Connection with the Library Community

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<tr>
<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td>Candidates are unaware of the potential for benefits to the school library media program from making connections to the larger library community. Candidates have limited or no understanding of the role of professional associations and journals in their professional lives.</td>
<td>Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures. Candidates articulate the role of their professional associations and journals in their own professional growth.</td>
<td>Candidates employ strategies to ensure connections between the school community and the larger library world of public, academic, special libraries, and information centers. Candidates participate in professional associations.</td>
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</table>

#### 3.2 Instructional Partner

<table>
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<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
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</thead>
<tbody>
<tr>
<td>Candidates are not able to articulate how to create an integrated library media program from an isolated school library media center.</td>
<td>Candidates model, share, and promote ethical and legal principles of education and librarianship. Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.</td>
<td>Candidates anticipate providing leadership to school and district committees. Candidates share expertise in the design of appropriate instruction and assessment activities with other professional colleagues.</td>
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</table>
### 3.3 Educational Leader

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<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates are unaware of basic trends and issues in the field of education. Candidates have minimal knowledge of professional associations in other disciplines, or of the role of other educational professionals. Candidates take a passive role in the school.</td>
<td>Candidates are able to articulate the relationship of the library media program with current educational trends and important issues. Candidates recognize the role of other educational professionals and professional associations. Candidates translate for the school the ways in which the library program can enhance school improvement efforts. Candidates utilize information found in professional journals to improve library practice.</td>
<td>Candidates develop a library media program that reflects the best practices of education and librarianship. They have a thorough understanding of current trends and issues in education. Candidates write a plan for professional growth that justifies their own professional choices. Candidates engage in school improvement activities by partnering with administrators to help teachers learn and practice new ways of teaching. Candidates share information, apply research results, and engage in action research.</td>
</tr>
</tbody>
</table>

### Standard 4: Program Administration—School library media candidates administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

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

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<th>UNACCEPTABLE</th>
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<th>TARGET</th>
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</thead>
<tbody>
<tr>
<td>Candidates demonstrate little knowledge of accepted library policies, procedures and practices for selecting, organizing, and using information.</td>
<td>Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. Candidates organize the library media facility and its collections – print, nonprint and electronic –, according to standard accepted practice. Candidates support intellectual freedom and privacy of users. Candidates plan for efficient use of resources and technology to meet diverse user needs.</td>
<td>Candidates utilize collection analysis and evaluation research and techniques to ensure a balanced collection which reflects diversity of format and content, reflecting our multicultural society. Candidates design plans for collection development and analysis and policies that ensure flexible and equitable access to facilities and resources. Candidates develop procedures to analyze the effectiveness of library media policies, procedures, and operations. Candidates ensure that policies and procedures are in place to support intellectual freedom and the privacy of users of all ages.</td>
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<tr>
<td>4.2 Managing Program Resources: Human, Financial, Physical</td>
<td>UNACCEPTABLE</td>
<td>ACCEPTABLE</td>
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<tr>
<td>Candidates demonstrate little knowledge of effective management policies, procedures and principles. Candidates show little knowledge of relationship of facility to program needs.</td>
<td>Candidates develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies. Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues. Candidates plan adequate space for individuals, small groups and whole classes.</td>
<td>Candidates organize, manage and assess all human, financial, and physical resources of the library media program. Candidates advocate for ongoing administrative support for library media program and policies. Candidates actively seek alternative sources of funding for the library media program, both within and outside the school community.</td>
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<tr>
<th>4.3 Comprehensive and Collaborative Strategic Planning and Assessment</th>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates are not able to develop a plan for the library media program. Candidates do not use data for decision-making.</td>
<td>Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives. Candidates use data for decision-making.</td>
<td>Candidates collaborate with teachers, administrators, students and others in the school community to develop, implement, and assess long-term, strategic plans. Candidates are able to align the library media program with the information literacy standards and the school’s goals, objectives and content standards. Candidates use quantitative and qualitative methods of data collection and analysis to assess data and make decisions on which to base plans and policies.</td>
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Webfolio Assessment

To earn a passing grade for the program Webfolio, candidates must receive a rating of “Acceptable” or “Target” for all of the items under “Sections 1 – 3 - Webfolio Design, and Webfolio Introduction and AASL Standards (See AASL Standard Objectives). In Section 3, provide three (3) artifacts and three (3) reflection statements under each AASL Standard.

<table>
<thead>
<tr>
<th>Section</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
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<tbody>
<tr>
<td><strong>Section 1</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Webfolio Design (12 points)</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>• Design, Navigability, Links</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Section 2</strong></td>
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<tr>
<td>Webfolio Introduction (22 points)</td>
<td>1</td>
<td>3</td>
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<tr>
<td>Philosophy of Professional Practice</td>
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<tr>
<td>Professional Goals and Growth Plan</td>
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<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Discuss your goals, your growth as a school library media specialist in your studies at CSU and your expected continued professional development.</td>
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<tr>
<td>Vita/Resume</td>
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<td>3</td>
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<tr>
<td>Resume, Letters of Recommendation</td>
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<tr>
<td><strong>Section 3</strong></td>
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<tr>
<td>AASL Standards (60 points)</td>
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<td>9</td>
<td>15</td>
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<tr>
<td>Provide evidence of meeting the AASL standards for the preparation of school library media specialists. Under each standard, provide three (3) artifacts and three (3) reflection statements under each AASL Standard. You will need to add a reflection statement for each artifact included in your portfolio.</td>
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<tr>
<td>Standard 1: Use of Information and Ideas</td>
<td>3</td>
<td>9</td>
<td>15</td>
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<tr>
<td>1.1 Efficient and Ethical Information-Seeking Behavior</td>
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<tr>
<td>1.2 Literacy and Reading</td>
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<td>1.3 Access to Information</td>
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<tr>
<td>1.4. Stimulating Learning Environment</td>
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<tr>
<td>Standard 2: Teaching and Learning</td>
<td>3</td>
<td>9</td>
<td>15</td>
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<tr>
<td>2.1 Knowledge of Learners and Learning</td>
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<tr>
<td>2.2 Effective and Knowledgeable Teacher</td>
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<tr>
<td>2.3. Information Literacy Curriculum</td>
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<tr>
<td>Standard 3: Collaboration and Leadership</td>
<td>3</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>3.1 Connection with the Library Community</td>
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<tr>
<td>3.2 Instructional Partner</td>
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<tr>
<td>3.3 Educational Leader</td>
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<tr>
<td>Standard 4: Program Administration</td>
<td>3</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>4.1 Managing Information Resources: Selecting, Organizing, Using</td>
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<tr>
<td>4.2 Managing Program Resources: Human, Financial, Physical</td>
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<tr>
<td>4.3 Comprehensive and Collaborative Strategic Planning and Assessment</td>
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</table>

A minimum of 83 points is necessary to pass the Webfolio evaluation.

Total Score
### Standard 1: Use of Information and Ideas

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

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

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
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</thead>
<tbody>
<tr>
<td>Candidates demonstrate little or no evidence of the research process. Candidates do not differentiate user needs. Candidates do not identify or support student interests or needs. Legal and ethical practices are ignored.</td>
<td>Candidates model strategies to locate, evaluate and use information for specific purposes. Candidates identify and address student interests and motivations. Candidates interact with the learning community to access, communicate and interpret intellectual content. Candidates adhere to and communicate legal and ethical policies.</td>
<td>Candidates advocate for and demonstrate effective use of current and relevant information processes and resources, including emerging technologies. Candidates model a variety of effective strategies to locate, evaluate and use information in a variety of formats for diverse purposes. Candidates plan reference services, using traditional and electronic services that are comprehensive and address the needs of all users. Candidates model and teach legal and ethical practices.</td>
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</table>

#### 1.2. Literacy and Reading

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
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</thead>
<tbody>
<tr>
<td>Candidates demonstrate little or no evidence of knowledge of the reading process. They are not familiar with reading material for children and youth.</td>
<td>Candidates are aware of major trends in reading material for children and youth. Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.</td>
<td>Candidates are knowledgeable about historical and contemporary trends and multicultural issues in reading material for children and young adults. Candidates analyze and apply research in literacy and reading in order to select and recommend diverse materials in formats and at levels that facilitate the reading process and the development of fluency in readers. They collaborate with teachers to integrate literature into curriculum. Candidates instill a sense of enjoyment in reading in others that leads to lifelong reading habits.</td>
</tr>
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</table>
### 1.3 Access to Information

<table>
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<tr>
<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td>Candidates demonstrate little or no evidence of issues related to access to information. Candidates do not demonstrate knowledge of the legal and ethical practices of the profession.</td>
<td>Candidates support flexible and open access for the library media center and its services. Candidates identify barriers to equitable access to resources and services. Candidates facilitate access to information in print, nonprint, and electronic formats. Candidates comply with and communicate the legal and ethical codes of the profession.</td>
<td>Candidates analyze and implement library media program scheduling options for different needs by developing flexible and open access for the library media center and its services. Candidates plan strategically to ensure physical and intellectual access to information for the entire school community. Candidates identify means of providing remote access to information. Candidates model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom.</td>
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### 1.4 Stimulating Learning Environment

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<tr>
<th>UNACCEPTABLE</th>
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</thead>
<tbody>
<tr>
<td>Candidates demonstrate little or no evidence of awareness of the impact of the climate of the library media environment on learning.</td>
<td>Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center. Candidates identify relationships among facilities, programs, and environment that impact student learning. Candidates plan and organize library media centers according to their use by the learning community.</td>
<td>Candidates demonstrate collaborative techniques as they create and maintain an attractive, positive educational climate in a technology-rich, library media center. Candidates use research based data, including action research, to analyze and improve services.</td>
</tr>
</tbody>
</table>
**Standard 2: Teaching and Learning**--School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student’s interests, passions, and needs which drive their learning.

### 2.1 Knowledge of Learners and Learning

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<thead>
<tr>
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<th>TARGET</th>
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<tbody>
<tr>
<td>Candidates demonstrate little or no evidence of knowledge of learner characteristics, learning processes, or exceptionalities. The link among student interests, learning, information skills instruction, and student achievement is not assessed or documented.</td>
<td>Candidates design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement.</td>
<td>Candidates ensure that the library media curriculum is documented as significant to the overall academic success of all students.</td>
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</table>

### 2.2 Effective and Knowledgeable Teacher

<table>
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<tr>
<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td>Candidates develop lesson plans in isolation with little or no attention to instructional methodologies. Instruction exhibits limited strategies and the use of few resources. Student learning is not assessed.</td>
<td>Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools. Candidates analyze the role of student interest and motivation in instructional design. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.</td>
<td>Candidates can document and communicate the impact of collaborative instruction on student achievement. Candidates develop a regular communication procedure between home and school.</td>
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</table>
## 2.3. Information Literacy Curriculum

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td>Candidates develop an information literacy curriculum which is in isolation from content curriculum and which relies on traditional print-only library research tools and location and access skills.</td>
<td>Candidates employ strategies to integrate the information literacy curriculum with content curriculum. Candidates incorporate technology to promote efficient and equitable access to information beyond print resources. Candidates assist students to use technology to access, analyze, and present information.</td>
<td>Candidates work to ensure that responsibility for an integrated information literacy curriculum is shared across curricular areas throughout the school. Candidates advocate for the information skills curriculum in order to assure appropriate learning experiences for all students, and to address the academic needs of the school community.</td>
</tr>
</tbody>
</table>

### Standard 3: Collaboration and Leadership

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

#### 3.1 Connection with the Library Community

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
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<th>TARGET</th>
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</thead>
<tbody>
<tr>
<td>Candidates are unaware of the potential for benefits to the school library media program from making connections to the larger library community. Candidates have limited or no understanding of the role of professional associations and journals in their professional lives.</td>
<td>Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures. Candidates articulate the role of their professional associations and journals in their own professional growth.</td>
<td>Candidates employ strategies to ensure connections between the school community and the larger library world of public, academic, special libraries, and information centers. Candidates participate in professional associations.</td>
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#### 3.2 Instructional Partner

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<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td>Candidates are not able to articulate how to create an integrated library media program from an isolated school library media center.</td>
<td>Candidates model, share, and promote ethical and legal principles of education and librarianship. Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.</td>
<td>Candidates anticipate providing leadership to school and district committees. Candidates share expertise in the design of appropriate instruction and assessment activities with other professional colleagues.</td>
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</tbody>
</table>
### 3.3 Educational Leader

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td>Candidates are unaware of basic trends and issues in the field of education. Candidates have minimal knowledge of professional associations in other disciplines, or of the role of other educational professionals. Candidates take a passive role in the school.</td>
<td>Candidates are able to articulate the relationship of the library media program with current educational trends and important issues. Candidates recognize the role of other educational professionals and professional associations. Candidates translate for the school the ways in which the library program can enhance school improvement efforts. Candidates utilize information found in professional journals to improve library practice.</td>
<td>Candidates develop a library media program that reflects the best practices of education and librarianship. They have a thorough understanding of current trends and issues in education. Candidates write a plan for professional growth that justifies their own professional choices. Candidates engage in school improvement activities by partnering with administrators to help teachers learn and practice new ways of teaching. Candidates share information, apply research results, and engage in action research.</td>
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</table>

### Standard 4: Program Administration

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

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

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
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<th>TARGET</th>
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<tbody>
<tr>
<td>Candidates demonstrate little knowledge of accepted library policies, procedures and practices for selecting, organizing, and using information.</td>
<td>Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. Candidates organize the library media facility and its collections – print, nonprint and electronic –, according to standard accepted practice. Candidates support intellectual freedom and privacy of users. Candidates plan for efficient use of resources and technology to meet diverse user needs.</td>
<td>Candidates utilize collection analysis and evaluation research and techniques to ensure a balanced collection which reflects diversity of format and content, reflecting our multicultural society. Candidates design plans for collection development and analysis and policies that ensure flexible and equitable access to facilities and resources. Candidates develop procedures to analyze the effectiveness of library media policies, procedures, and operations. Candidates ensure that policies and procedures are in place to support intellectual freedom and the privacy of users of all ages.</td>
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### 4.2 Managing Program Resources: Human, Financial, Physical

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<tr>
<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td>Candidates demonstrate little knowledge of effective management policies, procedures and principles. Candidates show little knowledge of relationship of facility to program needs.</td>
<td>Candidates develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies. Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues. Candidates plan adequate space for individuals, small groups and whole classes.</td>
<td>Candidates organize, manage and assess all human, financial, and physical resources of the library media program. Candidates advocate for ongoing administrative support for library media program and policies. Candidates actively seek alternative sources of funding for the library media program, both within and outside the school community.</td>
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### 4.3 Comprehensive and Collaborative Strategic Planning and Assessment

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<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td>Candidates are not able to develop a plan for the library media program. Candidates do not use data for decision-making.</td>
<td>Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives. Candidates use data for decision-making.</td>
<td>Candidates collaborate with teachers, administrators, students and others in the school community to develop, implement, and assess long-term, strategic plans. Candidates are able to align the library media program with the information literacy standards and the school’s goals, objectives and content standards. Candidates use quantitative and qualitative methods of data collection and analysis to assess data and make decisions on which to base plans and policies.</td>
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COLUMBUS STATE UNIVERSITY
College of Education
Graduate Disposition Evaluation

“To achieve excellence by guiding individuals as they become professionals…”

Student: ___________________ Major: ___________________ Instructor: ___________________
Date: ___________ Course: ___________________ #Absences: ______ # Tardies: ______
Is a conference needed? ___ Yes ___No    If yes, who should be involved: ___________________

**Instructions:** For each competency, circle the number that describes the graduate student’s level of performance. Please refer to the Rubric for the Evaluation of Dispositions for specific elements for each level of performance. The following descriptors apply:

1 - Below Expectations     3 - Meets Expectations     5 – Exemplary     N/A – Not Applicable

<table>
<thead>
<tr>
<th>DISPOSITION</th>
<th>RATING</th>
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<tbody>
<tr>
<td>Displays maturity when seeking solutions to problems and implementing suggestions</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Demonstrates professional responsibility in carrying out his/her assigned duties</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Demonstrates acceptable professional appearance and maintains appropriate cleanliness</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Reflects sound judgment and appropriate self-control, especially in relating to and self-guarding students</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Interacts appropriately and positively with others, while appreciating and valuing human diversity</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Demonstrates the belief that all students can learn</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Demonstrates interest and involvement in professional organizations</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Demonstrates a belief in the value of using research-based strategies in teaching</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Engages in reflection and self assessment and demonstrates a commitment to lifelong learning</td>
<td>1 2 3 4 5 NA</td>
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Comments (Required for any dispositions rated lower than “3”):

Overall Assessment Statement:
As a graduate student at CSU, this student has demonstrated professional dispositions that:
_____ are below expectations
_____meet expectations
_____exceed expectations

Instructor’s Signature ___________________ Date ___________ Graduate Student’s Signature ___________________ Date 6/8/04
Signature acknowledges review of form, not necessarily concurrence .
<table>
<thead>
<tr>
<th>Disposition</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays maturity when seeking solutions to problems and implementing suggestions (Professionalism)</td>
<td>Enlists participation of inappropriate personnel to seek solutions on his/her behalf; Fails to identify the appropriate personnel with whom to address the problem; Focuses on blaming others rather than seeking solutions; Does not demonstrate discretion when discussing problems; Is not receptive to constructive comments and shows no sign of implementing change.</td>
<td>If unable to resolve problems independently, enlists the help of faculty or staff to identify the appropriate personnel to assist him/her; Follows through with that person to seek a resolution; Uses discretion in discussing the problem; Focuses on solutions rather than assigning blame; Is receptive to constructive comments and implements changes.</td>
<td>Seeks solutions independently and/or identifies the faculty or staff member who can assist; Addresses the problem with the appropriate person and is prepared with any necessary documentation; Uses discretion by discussing the problem with only the appropriate person(s); Focuses on solutions rather than assigning blame, accepting personal responsibility for problems when appropriate; Is receptive to constructive comments, implements changes, and seeks feedback from others.</td>
</tr>
<tr>
<td>Demonstrates professional responsibility in carrying out his/her assigned duties (Professionalism)</td>
<td>Does not maintain confidentiality of records, professional correspondence, or conversations; Participates in gossip about P-12 students, faculty, or school personnel; Seldom displays a thorough preparation of academic materials; Does not consistently abide by deadlines for assignments; Has exhibited behaviors of dishonesty.</td>
<td>Maintains confidentiality of P-12 student records, professional correspondence, and conversations; Refrains from gossiping; Consistently displays a thorough preparation of academic materials; Consistently abides by deadlines for assignments; Consistently demonstrates behaviors of honesty and integrity.</td>
<td>Maintains confidentiality of P-12 student records, professional correspondence, and conversations, and does not tolerate gossiping or abuse of confidentiality of others; Always displays a thorough preparation of academic materials and goes beyond required criteria; Always abides by deadlines for assignments; Always demonstrates behaviors that exemplify honesty and integrity, documenting these thoroughly.</td>
</tr>
<tr>
<td>Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Professionalism)</td>
<td>Appearance, attire and/or cleanliness are often inappropriate.</td>
<td>Appearance, attire, and cleanliness are appropriate.</td>
<td>Is a role model of professionalism through personal appearance, attire, and cleanliness.</td>
</tr>
<tr>
<td>Reflects sound judgment and appropriate self-control, especially in relating to and self-guarding students (Professionalism, Teaching)</td>
<td>Uses objectionable language; Reveals inappropriate sensitive and personal information about himself/herself in the classroom setting; Is unable to control his/her emotions and temper; May use put-downs.</td>
<td>Uses no objectionable language; Reveals general personal information; Models appropriate emotional and behavioral responses; Never loses his/her temper.</td>
<td>Always models language that is exemplary and deals individually with P-12 students who exhibit inappropriate language; Maintains a warm, but professional attitude with students; Guides the behavior of students in a caring and gentle way. Models appropriate emotional and behavioral responses in difficult situations.</td>
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<tr>
<td>Interacts appropriately and positively with others, while appreciating and valuing human diversity (Professionalism, Teaching)</td>
<td>Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate. At times treats others rudely and with disrespect. Words or actions are insulting and show contempt for others. Communicates an inability or unwillingness to work with some students, parents or other school or university personnel.</td>
<td>Interactions with peers, colleagues, or authority figures are appropriate and positive. Treats others with courtesy and respect. Words and actions are polite and professional. Works harmoniously and effectively with diverse individuals.</td>
<td>Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions. Treats other with courtesy, respect, and open-mindedness. Listens to and shows interest in the ideas and opinions of others. Seeks opportunities to include or show appreciation for those who may be excluded. Demonstrates concern for students by engaging in service activities benefiting the profession and the community (e.g., mentoring, tutoring).</td>
</tr>
<tr>
<td>Demonstrates the belief that all students can learn (Professionalism, Teaching)</td>
<td>Does not set and convey high standards for all students; displays inequitable treatment of learners; does not persist in helping all learners achieve success.</td>
<td>Sets and conveys high standards for all students and persists in helping those students achieve success; displays equitable treatment of learners.</td>
<td>Always sets and conveys high standards for all students and persists in helping those students achieve success; displays equitable treatment of learners.</td>
</tr>
<tr>
<td>Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (Professionalism, Teaching)</td>
<td>Demonstrates no enthusiasm for teaching and there is little attempt to place discipline content in the context of everyday life.</td>
<td>Demonstrates enthusiasm for teaching and attempts to make discipline content relevant to student’s everyday life.</td>
<td>Exudes enthusiasm and consistently develops and integrates dynamic, skills based and student centered instruction that allows students to apply knowledge in the context of everyday life.</td>
</tr>
<tr>
<td>Demonstrates interest and involvement in professional organizations (Professionalism, Scholarship)</td>
<td>Teacher is not a member of any professional organizations and shows little interest or benefit in attaining membership.</td>
<td>Teacher is a member of a professional organization and participates in the organization to some degree.</td>
<td>Teacher is highly active in professional organizations and views professional organizations as a valuable medium through which ideas and information can be freely and consistently shared.</td>
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<tr>
<td><strong>Demonstrate a belief in the value of using research-based strategies in teaching (Professionalism, Teaching, and Scholarship)</strong></td>
<td>Does not demonstrate a belief in the importance of research-based strategies in education or does not demonstrate the use of these strategies in planning, teaching, and assessment</td>
<td>Demonstrates a belief in the importance of research-based strategies in education and as a result demonstrates knowledge of strategies and uses these strategies in planning, teaching, and assessment.</td>
<td>Demonstrates a belief in the importance of research-based strategies in education and as a result demonstrates expert knowledge of strategies and consistently uses these strategies in planning, teaching, and assessment.</td>
</tr>
<tr>
<td>Engages in reflection and self assessment and demonstrates a commitment to lifelong learning (Professionalism, Teaching, and Scholarship)</td>
<td>Does not reflect upon or revise teaching practices. Teacher does not seek out or participate in continuing education or staff development activities.</td>
<td>Reflects upon and revises teaching practices. Teacher seeks out and participates in some continuing education and staff development activities.</td>
<td>Reflects upon and revises teaching practices and expertly applies revised practices in the classroom. Teacher consistently seeks out and participates in various continuing education and staff development activities that directly develop the teacher’s expertise in teaching.</td>
</tr>
</tbody>
</table>
EDUT 6999 – Capstone Research Project
Oral and Written Scoring Rubric

EDUT 6999:
Capstone Project - Media Specialist Project
The Media Specialist Project is designed to be a culminating experience for candidates. Candidates are engaged in action research in their classroom or workplace. Candidates are required to demonstrate their mastery of oral and written communication skills by presenting their results at the symposium to an audience of peers and faculty, and submitting a final written report.

Candidate's Name:
Evaluator:
Date:
Select a topic of interest to you and develop a research proposal to examine a researchable question related to your topic. This research proposal should be formatted in APA style, and should include: Teacher Action Research Proposal. A research proposal is a short document (1 to 2 pages) that identifies and outlines the main components of your research. They are:

1. The title of your research
2. The purpose of your research
3. The intended audience
4. Your role
5. An opening statement or hypothesis
6. Brief description of intended methodology, data, materials
7. Expected outcomes (if any)


Chapter 2 - Literature Review. Critically review, analyze, and synthesize the professional literature relevant to the topic you have chosen.

Chapter 3 - Methodology. Provide a description of your subjects and setting. Describe your research design and variables. Include a detailed description of the instruments you would use and the procedures you would follow to conduct the experiment.

Chapter 4 - Data Analysis. Include a detailed description of the methods you would use to analyze the data. Provide a rationale for the statistical or qualitative analyses you have chosen and describe what the results of your chosen statistical analysis should tell you.

Chapter 5 - Summary, Conclusions and Recommendations

Scoring Rubric:
NA = Not Addressed; AM = Addressed Marginally; AA = Addressed Adequately; AE = Addressed Exceptionally Well

1. Teacher Action Research Proposal (5 points):
   Organization (2) ___ NA ___ AM ___ AA ___ AE
   Completeness (2) ___ NA ___ AM ___ AA ___ AE
   Depth (1) ___ NA ___ AM ___ AA ___ AE
   Overall ___ NA ___ AM ___ AA ___ AE
   Comments:

   2. Chapter 1 – Introduction (24 Points):
   Organization (6) ___ NA ___ AM ___ AA ___ AE
   Completeness (8) ___ NA ___ AM ___ AA ___ AE
   Depth (6) ___ NA ___ AM ___ AA ___ AE
   Presentation (4) ___ NA ___ AM ___ AA ___ AE
Overall __ NA __ AM __ AA __ AE

Comments:
3. Chapter 2 - Review of literature (24 Points):
Organization (5) __ NA __ AM __ AA __ AE
Completeness (5) __ NA __ AM __ AA __ AE
Depth (10) __ NA __ AM __ AA __ AE
Presentation (4) __ NA __ AM __ AA __ AE
Overall __ NA __ AM __ AA __ AE

Comments:
4. Chapter 3 – Methodology – Description of the Project (24 Points):
Organization (6) __ NA __ AM __ AA __ AE
Completeness (6) __ NA __ AM __ AA __ AE
Depth (7) __ NA __ AM __ AA __ AE
Presentation (5) __ NA __ AM __ AA __ AE
Overall __ NA __ AM __ AA __ AE

Comments:
5. Chapter 4 – Evaluation of the Project - Data Analysis (24 Points):
Organization (4) __ NA __ AM __ AA __ AE
Completeness (6) __ NA __ AM __ AA __ AE
Depth (6) __ NA __ AM __ AA __ AE
Presentation (8) __ NA __ AM __ AA __ AE
Overall __ NA __ AM __ AA __ AE

Comments:
6. Chapter 5 – Summary, Conclusions and Recommendations Data Analysis (24 Points):
Organization (4) __ NA __ AM __ AA __ AE
Completeness (6) __ NA __ AM __ AA __ AE
Depth (6) __ NA __ AM __ AA __ AE
Presentation (8) __ NA __ AM __ AA __ AE
Overall __ NA __ AM __ AA __ AE

Comments:

This assessment was adapted from INTEREd, Inc. Information for Better Education Scoring Rubric.
Thank you for agreeing to complete this confidential survey. Your answers will help us evaluate the current teacher education programs at Columbus State University and will also help us plan for the future direction of the College of Education.

This survey can be completed in 10-17 minutes.

1. For security purposes please provide the last four digits of your social security number:

2. Year of Graduation:

3. Please select your major:

4. Please select highest Level of Degree you have earned at Columbus State University:

5. Type of Program:

6. Are you currently teaching or working in field? Yes No

7. Present Employment:

8. I have a thorough understanding of how to teach or perform my professional duties.
   
   Strongly Agree
   Agree
   Neutral or N/A
   Disagree
   Strongly Disagree

9. I have in-depth understanding of my subject matter.
   
   Strongly Agree
   Agree
   Neutral or N/A
   Disagree
   Strongly Disagree

10. I am able to integrate technology appropriately.
   
   Strongly Agree
   Agree
   Neutral or N/A
   Disagree
   Strongly Disagree

11. I am able to develop or encourage meaningful learning experiences that facilitate learning:
   
   Strongly Agree
   Agree
   Neutral or N/A
   Disagree
   Strongly Disagree
12. I know how students learn and how to make ideas accessible to learners:

Strongly Agree  
Agree  
Neutral or N/A  
Disagree  
Strongly Disagree

13. I collect and analyze data related to my work, reflect on the data, and use information to improve my performance.

Strongly Agree  
Agree  
Neutral or N/A  
Disagree  
Strongly Disagree

14. My attitudes and dispositions are a strength in the workplace and I realize when they may need to be adjusted.

Strongly Agree  
Agree  
Neutral or N/A  
Disagree  
Strongly Disagree

15. I am able to accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor learning, and have a positive effect on learning.

Strongly Agree  
Agree  
Neutral or N/A  
Disagree  
Strongly Disagree

16. I reflect on my teaching/professional responsibilities within the context of student learning.

Strongly Agree  
Agree  
Neutral or N/A  
Disagree  
Strongly Disagree

17. I am able to adapt instruction/professional duties and services appropriately for a diverse population of students.

Strongly Agree  
Agree  
Neutral or N/A  
Disagree  
Strongly Disagree
18. My field experiences and internship/student teaching experiences allowed me to use information technology to support teaching and learning.

Strongly Agree
Agree
Neutral or N/A
Disagree
Strongly Disagree

19. The evaluation criteria used by cooperating teachers and university supervisors/other internship supervisors were clear and known to me.

Strongly Agree
Agree
Neutral or N/A
Disagree
Strongly Disagree

20. My field experiences and internships/student teaching provided sufficient opportunities for me to develop and demonstrate knowledge, skills and dispositions appropriate for my work.

Strongly Agree
Agree
Neutral or N/A
Disagree
Strongly Disagree

21. I participated in field experiences or internships/student teaching that included students from diverse backgrounds, including students with special needs.

Strongly Agree
Agree
Neutral or N/A
Disagree
Strongly Disagree

22. The faculty I had at Columbus State University had a thorough understanding of the content they taught.

Strongly Agree
Agree
Neutral or N/A
Disagree
Strongly Disagree

23. The faculty I had at Columbus State University had high standards for student learning.

Strongly Agree
Agree
Neutral or N/A
Disagree
Strongly Disagree
24. The faculty I had at Columbus State University assessed my performance in meaningful ways.

Strongly Agree
Agree
Neutral or N/A
Disagree
Strongly Disagree

25. The faculty I had at Columbus State University encouraged my development of reflection, critical thinking, problem solving, and professional dispositions through their teaching.

Strongly Agree
Agree
Neutral or N/A
Disagree
Strongly Disagree

26. The faculty I had at Columbus State University used a variety of instructional strategies that reflected an understanding of different learning styles.

Strongly Agree
Agree
Neutral or N/A
Disagree
Strongly Disagree

27. The faculty I had at Columbus State University integrated technology throughout their teaching.

Strongly Agree
Agree
Neutral or N/A
Disagree
Strongly Disagree

28. Overall, my educational experience at Columbus State University thoroughly prepared me for my teaching/professional responsibilities.

Strongly Agree
Agree
Neutral or N/A
Disagree
Strongly Disagree

29. I consider the following to be strengths of my professional preparation at Columbus State University….

30. I suggest the following methods for improvement…
College of Education and Health Professions
Principal/Supervisor Survey

Thank you for agreeing to complete this confidential survey. Please remember you are answering questions only about your Teachers, Counselors, and/or Educational Leaders who graduated from Columbus State University. This survey should only take a few minutes to complete and will be used to help us evaluate the current programs at Columbus State University in the College of Education.

Instructions: Please remember you need to complete one survey for each person who graduated from CSU within the last two years.

**Demographic Information**
Specific teaching field/area of employment.
(Examples: MG Science, HS History, Special Education - MR)

Is this person working in-field? Yes  No

Is this individual a participant in the Georgia Teacher Alternative Preparation Program (GA TAPP)?
Yes  No

If no, what program did he/she complete at CSU?

Please select highest Level of Degree he/she has earned at CSU.

This person is in his/her ___ year of employment.

Name of School:

School System:

**Overall Program**
1. How well does his/her job performance meet with your expectations?

Exceeds Expectations
Meets Expectations
Neutral
Below Expectations
N/A

2. How does his/her job performance compare to others you supervise?

Excellent
Good
Average
Poor
Undecided
3. How well prepared is this individual to perform specialized skills needed to work in this position?

Exceeds Expectations
Meets Expectations
Neutral
Below Expectations
N/A

**General Evaluation**

1. Content Pedagogy: Rate individual's preparation in understanding central concepts, tools of inquiry, structures of the discipline, and the ability to create appropriate experiences that can make these aspects meaningful.

   Well Prepared
   Prepared
   Somewhat Prepared
   Poorly Prepared
   Undecided
   Not Applicable

2. Diversity: Rate the individual's preparation in understanding how students differ in the approaches to learning and the ability to create instructional opportunities that meet students needs.

   Well Prepared
   Prepared
   Somewhat Prepared
   Poorly Prepared
   Undecided
   Not Applicable

3. Communication: Rate the individual's preparation in using effective verbal and nonverbal communication techniques to foster active inquiry, collaboration, and the ability to interact appropriately and positively with others.

   Well Prepared
   Prepared
   Somewhat Prepared
   Poorly Prepared
   Undecided
   Not Applicable

4. Technology: Rate the individual's preparation in using different types of media to support, plan and deliver instruction.

   Well Prepared
   Prepared
   Somewhat Prepared
   Poorly Prepared
   Undecided
   Not Applicable
5. Professionalism: Rate the individual's preparation in understanding and exhibiting acceptable professional qualities related to appearance, attire, accountability, and collegiality.

Well Prepared
Prepared
Somewhat Prepared
Poorly Prepared
Undecided
Not Applicable

6. Student Learning: The Teacher/Counselor/Educational leader has a positive impact on student learning.

Strongly Agree
Agree
Neutral or N/A
Disagree
Strongly Disagree

7. Based upon your observations of the individual's work are there any areas you would identify as strengths in the preparation of CSU graduates?

8. What is one constructive suggestion you have for improving the preparation of CSU graduates to work in this field?