



LIS 693 Practicum Evaluation

The LIS 693 Practicum evaluation is based on the ALA/AASL Standards for Initial Preparation of School Librarians which are cross-walked with the North Carolina standards for school librarians. The evaluation instrument is intended to assist both the Practicum candidate and the site supervisor in assessing the candidate's performance during the Practicum. It is included in the assessment of a candidate's final portfolio for initial licensure.

The site-based supervisor is required to complete this final evaluation form near the end of the placement, to discuss it with the candidate, and to sign the evaluation form. Following this, the site-based supervisor should email this form within one week of the completion of the placement so feedback can be included in determining the candidate's final grade in the Practicum. *For many candidates the Practicum semester is the semester they graduate so it is crucial that all assessments are submitted in a timely fashion.*

Directions: Circle the number that most closely corresponds to your opinion on each of the indicators. These are overarching categories of competencies. You may not observe every aspect of a competency in every Practicum experience, so you may be giving an overall assessment of the skills and knowledge rather than assessing achievement on one specific aspect of a category. If there are any specific points under each indicator where you feel the student needs work, please note those by commenting in the appropriate area. If a particular indicator was not observed at all, select "not observed". *****Please discuss your assessment with the candidate midway through the semester so the candidate has time to address any deficiencies. Please note: any student who gets an assessment of 1 or 2 will need to complete additional requirements and be re-evaluated before being recommended for licensure.*****

Please send completed form electronically to: Dr. Anne Akers

School Library Program Coordinator

anne.akers@uncg.edu

If you have any questions on the evaluation form or candidate evaluation, please contact Dr. Akers by email or at 336.334.3477 (voice mail only).

Name of Supervising Teacher Librarian or Administrator: (Please Print) *Theresa Clark*

Title: *K-8 Principal*

Signature of Supervisor: *Theresa S. Clark*

Name of School: *Village Christian Acad.* School System:

Name of Candidate:

Date:

School Library Standards	Unacceptable	Acceptable	TARGET	Not Observed	Rationale/Evidence for Score
Standard 1: Teaching for Learning (AASL 1). Teacher librarian candidates are effective teachers who demonstrate knowledge of learners & learning and who model and promote collaborative planning, instruction in multiple literacies, & inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.					
1.1 The teacher librarian candidate exhibits evidence of the knowledge of learners and learning by assessing learner needs, by designing instruction reflecting best practice, by supporting learning of all students including those with diverse learning styles, physical or mental abilities, and by basing instruction on student interest & learning needs.	1 OR 2	3 OR 4	5 OR 6	6	Uses non standard and standard measures of assessment; creates lesson plans to guarantee student involvement from all levels of learners; diversifies teaching to reach all students
1.2 The teacher librarian candidate is an effective and knowledgeable teacher who embraces an active, inquiry-based approach to learning and uses a variety of instructional strategies and assessment tools to design and develop learning experiences and assessments in partnership with	1 OR 2	3 OR 4	5 OR 6	5	Teaches using variety of student involvement such as book discussions; oral feedback; Smart Board use and other technology



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO



Information, Diversity, Engagement and Access

Site Supervisor name (print): Theresa Clark

Email: tblark@vcacnc.com

Site Supervisor (signature) (REQUIRED): *Shereisa Clark*

Position: *K-8 Principal*

Name of School: *Village Christian Academy*

School System: *NA (Cumberland)*

Name of Candidate: *Randi-Marie Gonsalves*

Date: *4.26.18*

Please return this form electronically to:

Dr. Anne Akers anne.akers@uncg.edu

School Library Program Coordinator

Department of Library and Information Studies, School of Education, UNCG

The *Candidate Disposition Assessment Process* is used for formative and summative assessment of teacher education candidates. Data is collected from multiple sources and at multiple times across the program. The primary purpose of the Candidate Disposition Assessment Process is to provide candidates with candid, constructive feedback so that they can improve as teachers. Candidates must have acceptable scores on all elements in their summative evaluation in order to be recommended for licensure.

****For a final disposition done during the candidate's practicum, please discuss your evaluation with the candidate (and the program coordinator) midway through the practicum semester to give the candidate time to address any issues or concerns before the end of the semester. Any final score below a 3 will prohibit a candidate being recommended for licensure. ****

DIRECTIONS: Please select ONE number from each row or check the box for not observed.

Dispositions for Teacher Librarian Candidates – UNCG Department of Library and Information Studies <i>Please choose only one number per row.</i>		Not Met	TARGET Proficient	Exceeds Expectations	Not Observed	Feedback to Support Candidate
Reflective Learner: The candidate consistently reflects on personal attitudes, professional beliefs, professional practice, and student outcomes and adjusts as necessary. The candidate consistently uses reflections to create alternate strategies or to maintain successful practices that positively impact professional practice. The candidate consistently reaches accurate conclusions when reflecting.						
		1 OR 2	3 OR 4	5 OR 6		Uses student assessments as tools to adjust teaching methods and practices
	Ethical: The candidate consistently exercises good professional judgment; maintains confidentiality; respects colleagues, all learners, the learner's families; respects differences in diversity among learners, learners' families, and colleagues; respects different points-of-view; treats all learners equitably; and is an advocate on behalf of the learners, the school and colleagues.			6		Follows ethical practices
Inclusive & Affirming of Diversity: The candidate consistently adapts instruction to accommodate differences in students' learning and motivational needs & to accommodate learners who need additional help or enrichment activities. Instructional goals are suitable for the different learning and motivational needs of learners. Is proactive with learners by consistently displaying the willingness to nurture or consider				6		Uses diverse teaching methods as well as diversity in lesson resources

classroom teachers and other educators. The candidate is able to document and communicate the impact of collaborative instruction on student achievement.					
1.3 The teacher librarian candidate models, shares, and promotes effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.	1 OR 2	3 OR 4	5 OR 6		Professional development sessions; reaches out to and involves herself with other teachers on variety of grade levels; coordinates lessons with other teachers; follows and enhances curriculum
1.4 The teacher library candidate advocates for 21 st century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st-Century Learner and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.	1 OR 2	3 OR 4	5 OR 6		Enhances curriculum through addition of multiple strategy uses to reach all students on variety of learning levels; uses technology with lessons; diversifies learning

Standard 2: Literacy and Reading. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

	Unacceptable	Acceptable	Target	Not Observed	Rational/Evidence for Score
2.1 The teacher librarian candidate is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.	1 OR 2	3 OR 4	5 OR 6		Knows location of materials in the library; help students and teachers find resources in library
2.2 The teacher librarian candidate is able to use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression & lifelong reading.	1 OR 2	3 OR 4	5 OR 6		Knowledgeable about the Accelerated reader program; helps students and teachers locate books that would be enjoyable to them according to past reading experiences
2.3 The teacher librarian candidate is able to demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.	1 OR 2	3 OR 4	5 OR 6		Makes suggestions of books and other resources that would be beneficial to students and teachers to librarian
2.4 The teacher librarian candidate is able to collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.	1 OR 2	3 OR 4	5 OR 6		Collaborates with teachers on variety of grade levels

Standard 3: Information and Knowledge. Teacher librarian candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. They demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community, and demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

	Unacceptable	Acceptable	Target	Not Observed	Rationale/Evidence for Score
3.1 The teacher librarian candidate is able to identify and provide support for diverse student information needs; model multiple strategies to locate, evaluate, interpret, communicate, and ethically use information for specific purposes.	1 OR 2	3 OR 4	5 OR 6		Knows location of materials in the library; help students and teachers find resources in library; teaches both how to use Destiny
3.2 The teacher librarian candidate supports flexible, open access for library services; demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services; and facilitates access to information in print, non-print, and digital formats. The candidate models and communicates the legal and ethical codes of the profession.	1 OR 2	3 OR 4	5 OR 6		Follows schedule of librarian that has both scheduled classes and open circulation times listed daily
3.3 The teacher librarian candidate demonstrates the ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources; models and facilitates the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.	1 OR 2	3 OR 4	5 OR 6		Uses Destiny and teaches others how to use it; Good Reads (and others like it) website used
3.4 The teacher librarian candidate is able to use evidence-based, action research to collect data; and is able to interpret and share data to improve practice.	1 OR 2	3 OR 4	5 OR 6		Familiar with AR information and data given on individual students and classes

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and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

	Unacceptable	Acceptable	Target	Not Observed	Rational/Evidence for Score
5.1 The teacher librarian candidate is able to evaluate and select print, non-print, & digital resources using professional selection tools & evaluation criteria to develop & manage a quality collection designed to meet the diverse curricular, personal, & professional needs of students, teachers, and administrators.	1 OR 2	3 OR 4	5 OR 6	Not Obs.	
5.2 The teacher librarian candidate practices the ethical principles of the profession, advocates for intellectual freedom & privacy, & promotes & models digital citizenship & responsibility.	1 OR 2	3 OR 4	5 OR 6		Helps students access websites for research; helps parents, students, and teachers with AR & Destiny
5.3 The teacher librarian candidate is able to apply best practices related to planning, budgeting, and evaluating human, information, & physical resources; to organize library facilities to ensure equitable access to all resources and services, to develop, implement, and evaluate policies & procedures that support teaching & learning in school libraries.	1 OR 2	3 OR 4	5 OR 6		Attends planning meetings on a weekly basis; actively participates in developing plans for lessons that follow state standards
5.4 The teacher librarian candidate is able to communicate & collaborate with students, teachers, administrators, & community members to develop a library program that aligns resources, services, & standards with the school's mission. The candidate is able to use	1 OR 2	3 OR 4	5 OR 6		Is able to view reports through AR, Renaissance website, and Destiny to assess frequency of materials being checked out/ value of materials

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data effectively to assess how the library program addresses all diverse needs.																		
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Areas of Strengths: *Very dedicated, very thorough*

Areas where improvement is needed:

Other Comments:

(Please email form to anne.akers@uncg.edu).



Information, Diversity, Engagement and Access

Site Supervisor name (print): Theresa Clark

Email: tclark@uncg.edu

Site Supervisor (signature) (REQUIRED): Theresa S. Clark

Position: K-8 Principal

Name of School: Village Christian Academy

School System: NA

Name of Candidate: Randi-Marie Gonsalves

Date: 4.26.18

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Ethical: The candidate consistently exercises good professional judgment; maintains confidentiality; respects colleagues, all learners, the learner's families; respects differences in diversity among learners, learners' families, and colleagues; respects different points-of-view; treats all learners equitably; and is an advocate on behalf of the learners, the school and colleagues.					Follows ethical practices
Inclusive & Affirming of Diversity: The candidate consistently adapts instruction to accommodate differences in students' learning and motivational needs & to accommodate learners who need additional help or enrichment activities. Instructional goals are suitable for the different learning and motivational needs of learners. Is proactive with learners by					Uses diverse teaching methods as well as diversity in lesson resources

factors such as cultural diversity and learners with special needs.					
The candidate consistently demonstrates an awareness of multiple world perspectives and that one's perspective is mediated by one's social class, race/ ethnicity and gender; is sensitive to power differentials; values and uses as a resource the diversity within the school.	5				
Personal and Professional Conduct: The candidate consistently articulates and demonstrates a high interest, enthusiasm, and commitment for teaching.					Enjoyment of teaching and active interaction with students visible in her lessons
The candidate enjoys teaching, interacting with learners, and consistently seeks out ways to improve professional practice through discussions with colleagues and referring to professional resources.	6				
The candidate articulates and demonstrates a respect for the profession and seeks ways to improve the future of the profession.					
The candidate consistently communicates the importance of her/his own work and the work of her/his students.					
Engaged & Committed to Teaching as a Profession: The candidate consistently demonstrates a curiosity for learning and a zest to improve professionally; consistently demonstrates commitment to improving skills and knowledge; often implements and evaluates new strategies in the professional settings; asks questions and questions assumptions.	6				Attends professional development, enacts new strategies and methods, actively seeks out new and exciting resources for lessons
The candidate actively participates in a variety of avenues for professional growth.					
Self-Efficacious: The candidate believes in his/her ability to organize and execute actions needed to complete all tasks within the library; articulates and behaves as though s/he will be successful in the most challenging situations.	5				
The candidate believes that the collaborative actions of the candidate and his/her colleagues positively impact all learners.					
Receptive to Feedback: The teacher librarian candidate solicits feedback from others and is receptive and responsive to	6				Asks others for help as well as recommendations and advice about

suggestions; consistently engages in critical thinking about the feedback received from others; is responsive to suggestions for improvement and when appropriate, after critically assessing the feedback, consistently makes necessary adjustments to practice based on the constructive input of others; actively seeks out perspectives of others on issues relating to professional practice.						lessons
Responsible: The candidate puts in extra time and effort to enhance the experience for learners and their families; is resourceful in finding ways to troubleshoot problems and find solutions; consistently engages in behaviors that demonstrate motivation to improve; is thoughtful of others when speaking or acting and assists others in being thoughtful. The candidate is prompt and reliable in all matters, well prepared, and well organized.			6			Encourages students to work to the best of their abilities; uses motivational techniques with students to show them they are capable of completing the task at hand; not frequently absent
Collaborative: The candidate assumes leadership roles in initiating collaborative projects with colleagues; actively participates in collegial activities that contribute to productive learning environments; consistently, has positive relationships with colleagues, frequently shares successful practices, willingly contributes to group endeavors, and values the contributions of colleagues; involves learners, families, and the community in appropriate aspects of the school library program.			5			Collaborates with other teachers with various lessons

Additional Feedback to Support Candidate:

consistently displaying the willingness to nurture or consider factors such as cultural diversity and learners with special needs.					
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