

Evaluation of the Teacher Librarian Credential Candidates for LIBR 295

Please use this form to evaluate the credential candidate. There are four areas of assessment, several questions to be answered regarding the student's experiences, and an overall evaluation in terms of passing/not passing. Type the responses into this document in the spaces provided. Return the evaluation via email to TL Program Coordinator Mary Ann Harlan (maryann.harlan@gmail.com).

Thank you,

Mary Ann Harlan
Teacher Librarian Credential Program Coordinator
School of Library and Information Science
San Jose State University

Supervising Teacher Librarian Name: _____

Field Experience Site _____

Credential Student Name: _____

In each of the following sections, please select one of the three levels (**Novice**, **Developing**, and **Mature**) to describe the student's level of competence and enter the corresponding letter in the "Choice" column. All three levels of behaviors are adequate for passing the LIBR295 class. If the student does not exhibit any of these behaviors, please type in the word "None" instead.

I. Administrative Leadership, Management and Organization

Choice	Level	Explanation
	Novice (N)	<ul style="list-style-type: none"> ❖ Describe adequate facilities and arrange existing facilities to the best advantage based on needs and objectives. ❖ Develop short and long-range plans with teachers, administrators, and community to meet goals of a comprehensive school library media program. ❖ Develop a budget for facilities, personnel, resources and technology. ❖ Assess existing and emerging technologies for the efficient management and administration of the school library media program.
	Developing (D)	<ul style="list-style-type: none"> ❖ Establish procedures for evaluating the program goals and objectives. ❖ Develop plans to promote the role of the school library media program to school community. ❖ Allocate budgeted funds based on cooperative planning with an advisory committee. ❖ Develop procedures for training and evaluating all library media personnel.
	Mature (M)	<ul style="list-style-type: none"> ❖ Provide policies and procedures for efficient and effective acquisition, cataloging, processing, circulation, storage, maintenance and retrieval of resources and equipment. ❖ Plan direction for school media center program to carry out assigned responsibilities to meet goals and objectives.

II. Communication and Information Specialist

Choice	Level	Explanation
	Novice (N)	<ul style="list-style-type: none"> ❖ Listen and respond to needs of students, staff and administration. ❖ Work as an effective team member. ❖ Assess emerging technologies for applications to the instructional program.
	Developing (D)	<ul style="list-style-type: none"> ❖ Establish rapport and foster mutual respect with the school community. ❖ Use appropriate and effective oral, written and media based communication techniques for a variety of audiences. ❖ Develop and implement a policy and procedure for the selection of resources.
	Mature (M)	<ul style="list-style-type: none"> ❖ Involve school community in selecting, using and evaluating resources, technology and facilities. ❖ Apply appropriate techniques of public relations, communication and group dynamics. ❖ Assess, develop and evaluate the collection in terms of curriculum needs.

III. Diversity, Human Relationships, Teacher, and Instructional Leader

Choice	Level	Explanation
	Novice (N)	<ul style="list-style-type: none"> ❖ Apply current instructional design models to the curriculum, instruction and learning. ❖ Plan and teach cooperatively with teachers in all curricular areas using activities and resources which motivate students' interest. ❖ Work cooperatively with teachers to plan, develop and teach, using literature-based instruction in all curricular areas. ❖ Accept individual differences and be sensitive to cultural heritage, community values, and aspirations of diverse populations.
	Developing (D)	<ul style="list-style-type: none"> ❖ Select, prepare and use strategies, activities and resources appropriate for diverse population. ❖ Collaborate with teachers in integrating instructional resources across the curriculum areas. ❖ Integrate the use of information skills and a variety of types of literature into all curricular areas. ❖ Evaluate and modify learning activities based on feedback gained from observation and interaction with students. ❖ Work effectively with students and teachers, including those who are different from candidate in ethnicity, culture, gender and language, or socioeconomic background.
	Mature (M)	<ul style="list-style-type: none"> ❖ Plan and implement staff development activities to increase teacher competence related to school library media resources and technology. ❖ Assess the effectiveness of curriculum design and development at classroom, department/grade, school and district levels. ❖ Motivate and guide students in the enjoyment of literature and critical thinking skills. ❖ Use a variety of instructional methods with different user groups and demonstrate effective production, use and integration of media and technologies into the curriculum. ❖ Use techniques of group dynamics to encourage individuals to work together effectively.

IV. Literature and Literacy, Access and Professionalism

Choice	Level	Explanation
	Novice (N)	<ul style="list-style-type: none"> ❖ Work with teachers to integrate literature in all curricular areas. ❖ Work with teachers and parents to promote independent reading, listening and viewing among students. ❖ Work individually and collectively to advocate and promote opportunities to improve the profession. ❖ Exhibit ethical behavior and promote intellectual freedom. ❖ Engage in continual self-evaluation and self-directed learning for professional growth.
	Developing (D)	<ul style="list-style-type: none"> ❖ Select, evaluate and recommend quality literature for various age levels. ❖ Establish collection development policies which ensure access to a broad range of resources. ❖ Identify the role and importance of the school library media program. ❖ Articulate and promote concepts of access. ❖ Maintain an active interest in and contribute to appropriate local, state, regional and national professional associations and publications.
	Mature (M)	<ul style="list-style-type: none"> ❖ Provide well developed and current resources in literature and information in a variety of print and non-print media. ❖ Establish and use written selection policies and review procedures approved by the governing board that ensure unrestricted access to information and ideas. ❖ Ensure and protect rights of privacy and confidentiality for students and teachers. ❖ Identify, select, use and manage technologies that make information and ideas available in a wide variety of formats.

V. Questions

1. Briefly describe how your students became an “Instructional Leader”—i.e., planning, budgeting, promoting, implementing and evaluating the program to meet established educational goals.

2. Briefly discuss how your student implemented goals, policies and procedures for the school library program.

3. Briefly explain how your student communicated effectively with the school and larger community.

4. Briefly describe how your student planned and used instructional strategies, activities and resources applicable for diverse needs, interests and learning styles of students in the school library.

5. Briefly discuss how your student promoted compatibility among students and staff and how he/she worked effectively with the school community.

6. Briefly explain how your student showed knowledge of traditional and contemporary literature for children/youth and provided intellectual access to information ideas.

7. Briefly describe how your student showed personal responsibility to perform effectively in the school/community society.

V1. Overall Assessment

In your judgment, does the student **pass** or **not pass** the field experience under your supervision?

Overall assessment _____