ETT 569/586/770//786- LIS (Library Information Specialist) Field Experience Assessment

Context

At the end of the field experience period, the ETRA field experience coordinator evaluates all documentation presented by the student and the field experience site supervisor

Purpose

To assess the value of the field experience for each student and assign a grade.

Assessor

Assessor is the ETRA Faculty member assigned to supervise the field experience

Performance Assessment

	Target 3	Acceptable 2	Unacceptable 1
Goals (K) (1, 25%) AASL-2010-1 AASL-2010-2 AASL-2010-3 AASL-2010-4 AASL-2010-5	Field experience goals are met and exceeded. Cover the 5 AASL standards. Provide for demonstrations of effect on student learning	Field experience goals cover the 5 AASL standards. Goals are met. Goals include opportunity for demonstrating effect on student learning	Field experience goals are not met, do not include all 5 AASL standards, and do not provide for demonstrating the effect on student learning.
Field Experience Portfolio (K,P,R) (1, 25%) AASL-2010-1 AASL-2010-2 AASL-2010-3 AASL-2010-4 AASL-2010-5	Portfolio presents a written and visual/audio view of the field experience. No errors in presentation. Exceptional writing, grammar, formatting, layout, organization. Reviewer has a complete view of the learning provided by the experience. Diversity experience is documented Field experience activities and hours are reported in a log	Portfolio presents a written and visual/audio view of the field experience. Few errors in presentation, complete (no or few minor omissions). Clear and acceptable writing, grammar, formatting, layout, organization. Diversity experience is somewhat documented Field experience activities and hours are somewhat reported in a log	Portfolio is not complete (has one major or several minor omissions) or has many errors (one major or several minor inaccuracies). Unclear and poor writing, grammar, formatting, layout, organization. No documentation of the diversity experience Field experience activities and hours are not reported in a log

	Strong artifacts based on student's internship learning goals are aligned with AASL standards Context in which artifacts were created is described Explanation about construction and use of artifacts is provided Strong connections that demonstrate how artifacts contribute to student's learning are clearly articulated	Artifacts are somewhat based on student's internship learning goals and somewhat aligned with AASL standards Context in which artifacts were created is somewhat described Some explanation about construction and use of artifacts is provided Connections that demonstrate how artifacts contribute to student's learning are somewhat articulated	Artifacts are not based on student's internship goals and are not aligned with AASL standards Context in which artifacts were created is not described No explanation about construction and use of artifacts Connections of the artifacts to student's learning are not articulated
Site Supervisor's Evaluation (1, 25%) AASL-2010-1 AASL-2010-2 AASL-2010-3 AASL-2010-4 AASL-2010-5	Student's performance is positively evaluated and indicates a readiness to take a role in the professional community.	Student's performance is positively evaluated and indicates a readiness to take an entry role in the professional community. Student is encouraged to strengthen areas of remaining weakness.	Student's performance indicates the need for further development before taking a professional role.
Student Reflection (R) (1, 25%) AASL-2010-1 AASL-2010-2 AASL-2010-3 AASL-2010-4 AASL-2010-5	Reflection has depth, no mechanical errors, and uses good reflection techniques. Evaluates learning experience, connections, evidence of understanding and integration of ideas Supports stated perspectives using examples from	Reflection has depth, few mechanical errors, and uses good reflection techniques. Somewhat evaluates learning experience, provides some connections and some evidence of understanding and integration of ideas Provides some support of perspectives using	Reflection has no depth and many errors. Learning experience is not evaluated and connections, evidence of understanding and integration of ideas are not discussed No support of perspectives from student's own experience is provided

	student's own experience	some examples from student's own experience	

Standards

AASL-2010. Standard 1: Teaching for Learning. Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and 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.

AASL-2010. Standard 2: Literacy and Learning. 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.

AASL-2010. Standard 3: Information and Knowledge. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice

AASL-2010. Standard 4: Advocacy and Leadership. Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

AASL-2010. Standard 5: Program Management and Administration. Candidates plan, develop, implement, and evaluate school library programs, resources, 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.