

CSULB LIBRARY MEDIA TEACHER SERVICES CREDENTIAL:
SUMMATIVE EVALUATION OF PROGRAM PORTFOLIO

Student:

Date:

The program portfolio reflects the knowledge, skills, and dispositions that the Library Media Teacher (LMT) candidate possesses by the end of his/her program. It provides clear evidence that the new LMT is well into the process of becoming a reflective practitioner. The document should present a uniquely integrated picture of how the candidate meets the LMT standards of the Commission of Teacher Credentialing and the National Council for Accreditation of Teacher Education.

The portfolio is a holistic evaluation of performance. As such, the reviewer brings personal judgment to bear in assessing evidence.

- ✓ A holistic score of **three** (3) on a scale of four is required to successfully complete the field experience semester.
- ✓ Candidates receiving a score of **two** (2) will be provided with an opportunity to redo their portfolio and have it re-evaluated by the university coordinator.
- ✓ Candidates receiving a final rating of **less than a three** (3) on the final evaluation of the portfolio will receive a grade **no higher than a C**.

The final rating is not a sum total or average of all the components listed below. Not all of the listed indicators have equal value. The two major aspects of the portfolio are:

I. Demonstrated competence on new Library Media Teacher standards. *This is the most heavily weighted factor in the holistic assessment of the portfolio.* The reviewer evaluates the degree to which the evidence reflects the expected level of mastery of the skills required of the California CTC standards.

II. Required portfolio components. The reviewer assesses the quality of the presentation of materials that support demonstrated skills reviewed under I.

Holistic Portfolio Assessment: ___/4

Review comments below:

I. Holistic evaluation of demonstration of competence on LMT standards

The degree to which the entries clearly demonstrate mastery of each California CTC LMT standard at the level expected of a beginning LMT is evaluated. Each of the relevant standards is holistically assessed and rated on the following scale.

- 1 - Evidence in this area is rudimentary; gives very limited or incomplete information relating to skills in this area.
- 2 - Basic evidence in this area is clearly presented, but it demonstrates the need for skill development.
- 3 - Evidence is clearly presented which demonstrates a level of skill consistent with expectations for completing the candidate's field experience semester and implement effective school librarianship practice.
- 4 - Evidence demonstration a high degree of mastery in this area, and the candidate can independently implement effective school librarianship practice.

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1. Demonstration of CCTC LMT Standard 12: **Information Specialist** – policy development, resource management. (NCATE: Information literacy curriculum, Manage information resources, Planning):
[] 1 [] 2 [] 3 [] 4
 2. Demonstration of CCTC LMT Standard 13: **Instructional Leader** – lead in systematic design, implementation and assessment of curriculum instruction and learning. (NCATE: Literacy and reading, Knowledge of learners and learning, Teacher, Info lit curriculum, Instructional partner, Educational leader, Planning):
[] 1 [] 2 [] 3 [] 4
 3. Demonstration of CCTC LMT Standard 14: **Teacher** – help ensure that students use resources systematically to meet learning and curriculum objectives. (NCATE: Information-seeking behavior, Knowledge of learners and learning, Teacher, Info lit curriculum, Planning):
[] 1 [] 2 [] 3 [] 4
 4. Demonstration of CCTC LMT Standard 15: **Administrative Leadership** – lead in planning, budgeting, promoting, implementing and evaluating school library media programs to meet established educational goals. (NCATE: Edl. leader, Manage program resources, Planning):
[] 1 [] 2 [] 3 [] 4
 5. Demonstration of CCTC LMT Standard 16: **Management/Organization** – implement goals, policies and procedures for the library media program. (NCATE: Learning envt., Manage info resources, Manage program resources, Planning):
[] 1 [] 2 [] 3 [] 4
 6. Demonstration of CCTC LMT Standard 17: **Communication** – communicate effectively with the school and larger community. (NCATE: Planning, Instructional partner, Edl. leader):
[] 1 [] 2 [] 3 [] 4
 7. Demonstration of CCTC LMT Standard 18: **Diversity** – plan/use instructional strategies, activities and resources appropriate to diverse needs/interests/learning styles of all students. (NCATE: Knowledge of learners, Manage info resources, Planning):
[] 1 [] 2 [] 3 [] 4
 8. Demonstration of CCTC LMT Standard 19: **Human Relationships** – promote compatibility among students/ staff, work effectively with school community. (NCATE: Knowledge of learners, Instructional partner, Manage program resources):
[] 1 [] 2 [] 3 [] 4
 9. Demonstration of CCTC LMT Standard 20: **Literature and Literacy** – know traditional/contemporary literature for youth; promote literacy and enjoyment of literature. (NCATE: Literature and reading):
[] 1 [] 2 [] 3 [] 4
 10. Demonstration of CCTC LMT Standard 21: **Access** – provide school community open and equitable physical/intellectual access to information/ideas. (NCATE: Access to info, Info lit curriculum, Manage info resources):
[] 1 [] 2 [] 3 [] 4
 11. Demonstration of CCTC LMT Standard 22: **Professionalism** – show personal responsibility to profession and its role in society. (NCATE: Library community, Instructional partner, Edl. leader)
[] 1 [] 2 [] 3 [] 4

II. Evaluation of required portfolio components

The degree to which the presentation of the required portfolio content was evaluated is at the level expected from a beginning professional. Each component is rated as:

1 – The material was absent or ineffectively presented.

2 – The material meets the basic expectation with limited presentation.

3 – The materials are inclusive of all items and well demonstrated.

4 – The materials are all included with a high level of quality in presentation.

1. Philosophy of school librarianship

1 2 3 4

2. Resume and personal information

1 2 3 4

3. Series of carefully selected entries that systematically address all the LMT standards

1 2 3 4

4. Annotations describing each entry, providing rationale and reflective learning for each entry.

1 2 3 4

5. All needed supporting information for field experience. Each document should identify the relevant standard.

1 2 3 4

6. Technical skill demonstrated in portfolio.

a. Integration of original documents created using a variety of software.

b. Integration of visual material using scanner, digital camera, etc.

c. Design and organization (e.g., user-friendly, yet sophisticated)

1 2 3 4

7. Overall presentation/design of portfolio.

1 2 3 4