**Dispositions Rubric for College of Education Graduate Programs**

**Instructional Technology Program M.Ed.—School Library Media Concentration**

Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course/Semester/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation Interval: #1 \_\_\_\_ #2 \_\_ Other

***This instrument is used to rate each element relative to expectation levels of students within their current program. These expectations may differ among programs due to different contexts and graduate levels.***

***Score using whole numbers 1, 2, or 3.***

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| **Unacceptable: Score of 1** | **Acceptable: Score of 2** | **Target: Score of 3** |
| ***Candidate demonstrates the behavior below 70% of the time. When given feedback, the candidate continues the behavior below 70% of the time.******Descriptor: rarely*** | ***Candidate demonstrates the behavior between 70% and 89% of the time due to self initiative and/or feedback.******Descriptor: regularly*** | ***Candidate demonstrates behavior 90% or more of the time due to self initiative and/or feedback.******Descriptor: consistently*** |

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| 1. ***Commitment to Knowledge, Skills, and Dispositions of the Profession***

***Unacceptable (1) Acceptable (2) Target (3) Score*** |
| a. | Candidate rarely uses and applies current educational research and theory related to inform discipline specific educational practice. | Candidate regularly uses and applies current educational research and theory to inform discipline specific educational practice. | Candidate consistently uses and applies current educational research and theory to inform discipline specific educational practice. |  |
| b. | Candidate rarely demonstrates professionalism in decision making, rarely uses input from others, and rarely is decisive when needed.  | Candidate regularly demonstrates professionalism in decision making, regularly uses input from others, and regularly is decisive when needed. | Candidate consistently demonstrates professionalism in decision making, consistently uses input from others, and is consistently decisive when needed. |  |
| Comments:  |

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| 1. ***Commitment to Diversity***

***Unacceptable (1) Acceptable (2) Target (3) Score*** |
| a. | Candidate rarely *plans* educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences (e.g. ethnicity, gender, race, socioeconomic status, exceptionalities, language, religion, sexual orientation, and geographic area.) | Candidate regularly *plans* educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences (e.g. ethnicity, gender, race, socioeconomic status, exceptionalities, language, religion, sexual orientation, and geographic area.) | Candidate consistently *plans* educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences (e.g. ethnicity, gender, race, socioeconomic status, exceptionalities, language, religion, sexual orientation, and geographic area.) |  |
| b. | Candidate rarely *implements* educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences. | Candidate regularly *implements* educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences. | Candidate consistently *implements* educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences. |  |
| *Comments:*  |
| 1. ***Commitment to Technology***

***Unacceptable (1) Acceptable (2) Target (3) Score*** |
| a.  | Candidate rarely integrates technologies as appropriate to maximize learning opportunities for all students. | Candidate regularly integrates technologies as appropriate to maximize learning opportunities for all students. | Candidate consistently integrates technologies as appropriate to maximize learning opportunities for all students. |  |
| *Comments:* |
| 1. ***Commitment to the Practice of Continuous Reflection and Assessment***

***Unacceptable (1) Acceptable (2) Target (3) Score*** |
| a. | Candidate rarely engages in systematic self-assessment and reflection. | Candidate regularly engages in systematic self-assessment and reflection.. | Candidate consistently engages in systematic self-assessment and reflection.. |  |
| b.  | Candidate rarely accepts and responds to feedback in a professional manner. | Candidate regularly accepts and responds to feedback in a professional manner. | Candidate consistently accepts and responds to feedback in a professional manner. |  |
| Comments: |

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| ***5. Commitment to Professional Conduct******Unacceptable (1) Acceptable (2) Target (3) Score*** |
| a. | Candidate rarely honors academic and professional commitment (e.g., class meetings & assignments, advisement meetings, scheduled chats & discussion boards, field and/or clinical experiences). | Candidate regularly honors academic and professional commitment (e.g., class meetings & assignments, advisement meetings, scheduled chats & discussion boards, field and/or clinical experiences). | Candidate consistently honors academic and professional commitment (e.g., class meetings & assignments, advisement meetings, scheduled chats & discussion boards, field and/or clinical experiences).  |  |
| b. | Candidate rarely takes responsibility for his or her actions.  | Candidate regularly takes responsibility for his or her actions.  | Candidate consistently takes responsibility for his or her actions.  |  |
| c. | Candidate rarely acts professionally appropriate in all settings (e.g. in person, email, phone calls, online). This includes communication, appearances, the sharing of personal information, and relationships within the professional environment. | Candidate regularly acts professionally appropriate in all settings (e.g. in person, email, phone calls, online). This includes communication, appearances, the sharing of personal information, and relationships within the professional environment. | Candidate consistently acts professionally appropriate in all settings. (e.g. in person, email, phone calls, online). This includes communication, appearances, the sharing of personal information, and relationships within the professional environment. |  |
| d. | Candidate rarely presents information that relates to the profession and individual actions in an honest and forthcoming manner.  | Candidate regularly presents information that relates to the profession and individual actions in an honest and forthcoming manner.  | Candidate consistently presents information that relates to the profession and individual actions in an honest and forthcoming manner.  |  |

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|  **Overall Total: \_\_\_\_\_\_ / 33** **Unacceptable (1): 22 or below Acceptable (2): 23 – 29 Target (3): 30 – 33 Overall Score: \_\_\_\_\_\_*****\*\* If a candidate scores Unacceptable on any one of the eleven elements, the Overall Score will be Unacceptable (1).*** |

**Part 2: School Library Media Concentration Dispositions**

Standards and rating criteria adapted from [2010 ALA/AASL Standards for Initial Preparation of School Librarians.](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf)

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| ***Competency*** | **Standards** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** | **Score** |
| Teaching for Learning | Ga PSC 2InTASC #1-#8SLM-SLO #1SLM-SLO #2C.1C.2C.3 | Does not demonstrate an understanding of learners and learning or of instructional strategies and resources that support the AASL Standards for the 21st-Century Learner. Does not collaborate with other professionals in support of curriculum and/or professional development.  | Demonstrates an understanding of learners and learning or of instructional strategies and resources that support the AASL Standards for the 21st-Century Learner.Collaborates with other professionals in support of curriculum and/or professional development. Makes use of instructional strategies and information resources to develop and enhance the multiple literacies of P-12 students. Integrates emerging technologies that support student achievement into instruction.  | Designs and delivering inquiry-based information literacy instruction that enhances the information, media, visual and technical literacies of P-12 students. Integrates emerging technologies into a variety of instructional strategies to support the diverse learning styles, interests, and ability of all students to inquire, think critically, and gain and create knowledge. Collaborates with educators and other stakeholders in support of student achievement.  |  |
| Literacy and Reading | Ga PSC 1InTASC #1-#8SLM-SLO #3C.1C.2C.3C.4 | Does not promote or supportreading through the use of literature.Does not direct reading instructionor collection developmentthat meets the needs of allreaders. | Promotes reading through a wide range of reading materials in multiple formats for both children and young adults that encourage reading for information, pleasure and life-long learning.Collaborates with other educators to reinforce classroom reading instruction through the use of a variety of reading strategies that enhance P-12 students' ability to create meaning from text.  | Promotes reading through the use of high-quality and high-interest literature in print and digital formats that reflect the diverse developmental, cultural, social and linguistic needs of their P-12 students and communities. Uses authentic and engaging instructional strategies that reinforce classroom reading instruction in support of lifelong learning and to build an appreciation for literature in support of personal and creative pursuits of members of the school community.  |  |
| Information and Knowledge | Ga PSC 2InTASC #1-#5InTASC #9SLM-SLO #2SLM-SLO #4C.1C.2C.3C.4 | Does not design services or instruction that support equitable access to information in an efficient and ethical manner by P-12 students and other members of their school and community.  | Implements flexible and equitable access to print and digital information resources by diverse members of the school community by reducing barriers to resources and services.Collaborates to design and deliver instruction that enhances P-12 students' ability to ethically and efficiently access, evaluate and use information. Integrates technologies into instruction in support of inquiry, learning, creating and communicating information in a digital society. | Ensures open and equitable access to information by collaborating with all members of the school community to develop solutions to physical, social and intellectual barriers to resources and services in school libraries.Models and promotes efficient and ethical information seeking behaviors through the design and delivery of authentic and relevant learning experiences for P-12 students, teachers and administrators in professional learning communities. Enhances access to information for P-12 students and other members of their schools and communities through the use of current and emerging technologies that support the access, interpretation and communication of information. |  |
| Advocacy and Leadership | Ga PSC 3InTASC #9InTASC #10SLM-SLO #5C.1C.2C.3C.4 | Does not direct or advocate for a school library program within their school and community.  | Advocates for dynamic school library programs and builds positive learning environments by articulating the role of the school library program's impact on student achievement.Develops professional development activities that enhance the awareness of school library programs, resources and services for students, other educators and community stakeholders.  | Advocates for strong school library programs by designing and leading professional development opportunities that clearly articulate the impact of a school library program's resources, services and programming on student academic achievement.Develops professional development activities that enhance the awareness of school library programs, resources and services for students, other educators and community stakeholders.  |  |
| Program Management and Administration | Ga PSC 4InTASC #9InTASC #10SLM-SLO #3SLM-SLO #4SLM-SLO #5C.1C.2C.3C.4 | Does not manage resources, services and programming in support of the diverse needs of P-12 students.Does not acknowledge and understand the ethical principles and standards of their profession.  | Evaluates, manages and organizes school library collections to support the school's mission of teaching and learning and to ensure open access to school library resources and services.Bases professional and program decisions on current standards and the ethical codes.Uses data and information to evaluate and communicate how the school library program meets the needs of diverse P-12 student communities.  | Designs, directs, and promotes strong school library programs with resources, services, policies, procedures, and programming that are clearly aligned with the school's mission and that support the ethical principles and current standards of their profession. Articulates and models the responsibilities of digital citizenship regarding intellectual freedom, intellectual property, and the right to privacy; Provides access to collections that support and enhance instruction and reflect the needs and interests of their diverse community.  |  |

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| Comments on or Examples of Performance of School Library Dispositions |

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| **Part 2 Overall Score out of 15** |  |
| **Part 2 Overall Score****Unacceptable : 9 or less (1 pt) Acceptable: 10-12 (2 pts) Target: 13-15 (3 pts)** |  |