**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 2  InTASC #1-#8  SLM-SLO #1  SLM-SLO #2  C.1  C.2  C.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 1  InTASC #1-#8  SLM-SLO #3  C.1  C.2  C.3  C.4 | Does not promote or support  reading through the use of literature.  Does not direct reading instruction  or 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 2  InTASC #1-#5  InTASC #9  SLM-SLO #2  SLM-SLO #4  C.1  C.2  C.3  C.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 3  InTASC #9  InTASC #10  SLM-SLO #5  C.1  C.2  C.3  C.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 4  InTASC #9  InTASC #10  SLM-SLO #3  SLM-SLO #4  SLM-SLO #5  C.1  C.2  C.3  C.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)** |  |