Appendix 6

Checklist of Knowledge, Skills, and Dispositions

Students are strongly encouraged to obtain both elementary and secondary hours during the practical field experience. At the end of the semester or summer term in which the student is completing the field experience, the checklist is to be completed by both the elementary and secondary field supervisors. *If the student has chosen to obtain a license in only one area, then there would be only one checklist completed. However, it is strongly recommended that students complete a preK-12 practicum.* The student will provide a copy of the checklist to the supervisors no later than the mid-point of the fall or spring semesters and at the beginning of the summer term.

If there are two field supervisors who complete their individual checklists, they may wish to confer with each other about the student's knowledge base, skills, or dispositions before having a conference with the student. After the conference(s) with the student, the student is to submit the checklist for the field supervisor(s). Submissions should be mailed to the coordinator along with the Time and Activity Log (Appendix 4). This is usually the last week of the semester or summer term although students may mail these forms at the due date for the last written assignment.

After a review of the course guidelines, the student and field supervisor(s) should be aware that the knowledge components are taken directly from the 10 competencies as outlined by the Arkansas Department of Education. The skills components as well as the disposition components are based on the 1998 *Information Power* guidelines. In the fall of 2007, the ADE approved frameworks for school library media specialists. Students should be familiar with these frameworks by this stage in their program.

The field supervisors are encouraged to add supplemental anecdotal evidence about the students who have completed their practicum. Comments can be added at the end of the checklist. Comments may also be attached to the checklist.

The field supervisors are encouraged to consult with the practical field experience coordinator at any time during the semester or summer term. At least one on-site visit is conducted by the coordinator to meet with students and obtain field supervisor feedback. The coordinator may also ask the students to attend one on-campus activity such as an orientation.

The practicum cooridnator will tally the check marks made by the field supervisors. If the field supervisor has not seen evidence of a particular item, then the field supervisor must make a determination based on discussion with the student.

Name of Student:

Date Practicum Completed:

Section One: Student has demonstrated or <u>can discuss with authority</u> that he or she has knowledge of the following ten items. Check the box that reflects the level of student knowledge of the following. Points Possible: 40 Points Earned: _____

Item	**Below Basic: 1 Point Possible**	**Basic: 2 Points Possible**	**Proficient: 3 Points Possible**	**Advanced: 4 Points Possible**
1. Teach information literacy skills and strategies integrated with content learning	___Student has **little or no** understanding of teaching information literacy skills and strategies.	___Student has **some** understanding of teaching information literacy skills and strategies.	___Student **demonstrates understanding** of teaching information literacy skills and strategies by demonstrating or explaining teaching experiences and knows about LMS Curriculum Frameworks.	___Student **demonstrates high level of** understanding of teaching information literacy skills and strategies by demonstrating or explaining teaching experiences and utilizing LMS Curriculum Frameworks.
2. Lead in establishing an integrated library media program by collaborating with classroom teachers to use instructional design concepts in the planning and teaching of a standards-based curriculum.	___Student has **little or no** understanding of collaboration techniques to use with classroom teachers.	___Student has **some** understanding of collaboration techniques to use with classroom teachers.	___Student **demonstrates understanding** of collaboration techniques to use with classroom teachers by sharing examples and knows about LMS Curriculum Frameworks.	___Student **demonstrates high level of** understanding of collaboration techniques to use with classroom teachers by sharing examples or explaining experiences utilizing LMS Curriculum Frameworks.
3. Grow as a professional …	___Student shows **little or no** evidence of	___Student shows **some** evidence of	___Student shows **strong** evidence of	___Student shows **very strong**

	professional activities.	professional activities.	professional activities.	evidence of professional activities.
4. Act as an advocate for the ethical use of information…	___Student has **little or no** knowledge of ethical use of information.	___Student has **some** knowledge of ethical use of information.	___Student has **strong** knowledge of ethical use of information.	___Student has **very strong** knowledge of ethical use of information.
5. Establish equitable policies and procedures...	___Student has **little or no** knowledge about establishing LMS policies and procedures.	___Student has **some** knowledge about establishing LMS policies and procedures.	___Student has **strong** knowledge about establishing LMS policies and procedures.	___Student has **very strong** knowledge about establishing LMS policies and procedures.
6. Provide information and reference services to the school and its community…	___Student has **little or no** knowledge about providing information and reference services.	___Student has **some** knowledge about providing information and reference services.	___Student has **strong** knowledge about providing information and reference services.	___Student has **very strong** knowledge about providing information and reference services.
7. Provide information access and delivery services such as the online public access catalog…	___Student has **little or no** knowledge about providing information access and delivery services.	___Student has **some** knowledge about providing information access and delivery services.	___Student has **strong** knowledge about providing information access and delivery services.	___Student has **very strong** knowledge about providing information access and delivery services.
8. Develop *inclusive* collection policies…	___Student has **little or no** knowledge about inclusive collection development.	___Student has **some** knowledge about inclusive collection development.	___Student has **strong** knowledge about inclusive collection development.	___Student has **very strong** knowledge about inclusive collection development.
9. Promote library media services through multiple venues…	___Student has **little or no** knowledge about promoting library services.	___Student has **some** knowledge about promoting library services.	___Student has **strong** knowledge about promoting library services.	___Student has **very strong** knowledge about promoting library services.
10. Develop and find	___Student has **little or no**	___Student has **some**	___Student has **strong**	___Student has **very strong**

funding for special programs for diverse user groups…	knowledge about finding special funding for diverse user groups.	knowledge about finding special funding for diverse user groups.	knowledge about finding special funding for diverse user groups.	knowledge about finding special funding for diverse user groups.

Student has demonstrated or <u>can discuss with authority</u> the following skills or dispositions. Points Possible: 24 Points Earned:_____

Skills/ Dispositions	**Below Basic: 1 Point Possible**	**Basic: 2 Points Possible**	**Proficient: 3 Points Possible**	**Advanced: 4 Points Possible**
Learning and Teaching Skills	___Student shows **little or no** disposition to perform this skill.	___Student shows **some** disposition to perform this skill.	___Student shows **a strong** disposition to perform this skill.	___Student shows **a very strong** disposition to perform this skill.
Information Access and Delivery Skills	___Student shows **little or no** disposition to perform this skill.	___Student shows **some** disposition to perform this skill.	___Student shows **a strong** disposition to perform this skill.	___Student shows **a very strong** disposition to perform this skill.
Program Administration	___Student shows **little or no** disposition to perform this skill.	___Student shows **some** disposition to perform this skill.	___Student shows **a strong** disposition to perform this skill.	___Student shows **a very strong** disposition to perform this skill.
Disposition for Collaboration	___Student shows **little or no** disposition to perform this skill.	___Student shows **some** disposition to perform this skill.	___Student shows **a strong** disposition to perform this skill.	___Student shows **a very strong** disposition to perform this skill.
Disposition for Leadership	___Student shows **little or no** disposition to perform this skill.	___Student shows **some** disposition to perform this skill.	___Student shows **a strong** disposition to perform this skill.	___Student shows **a very strong** disposition to perform this skill.
Disposition for Technology Integration	___Student shows **little or no** disposition to perform this	___Student shows **some** disposition to perform this	___Student shows **a strong** disposition to perform this	___Student shows **a very strong** disposition to

	skill.	skill.	skill.	perform this skill.

Total Points Possible: 64
Total Points Earned by Student:_____

Name of Student:

Date Practicum Completed:

Enumerate strengths of student:

Enumerate competencies in need of strengthening by student:

Describe the potential for the practicum student as a fully licensed library media specialist:

Name and Contact Information (email or phone) of Field Supervisor: