

*CEHS Vision: To Develop Competent, Socially Conscious, Reflective Professionals*

**Seton Hall University**  
**College of Education and Human Services**  
[School Library Media Field Evaluation Form](#)

**Quick Guide to the SHU Field Evaluation Form**

Our field evaluation form is designed around the **10 national INTASC standards**, the **CEHS Conceptual Framework (CF)** and the **5 AECT standards** for the accreditation of initial preparation for school library media specialists. The standards are in bold and the specific behaviors we associate with them are listed beneath as elements/criteria. (This form is used as a summary document for the midterm and final; it does not reflect a single lesson.)

**Please use the following criteria when scoring each item below. Place a check in the appropriate box next to each item listed.**

<b>0</b> <b>Unacceptable (U):</b>	<b>1</b> <b>Moderately Acceptable (MA):</b>	<b>2</b> <b>Acceptable (A):</b>	<b>3</b> <b>Highly Acceptable (HA):</b>	<b>4</b> <b>Target (T):</b>
Candidate has <b>significant weaknesses</b> in teaching and <b>unproductive, ineffective use of the element(s)</b> to further student learning.	Candidate demonstrates <b>minimal growth</b> , from the start of the semester, in their teaching related to the elements. <b>Occasional use of the element(s)</b> occurs, but a <b>true understanding</b> about its value and purpose to enhance student learning <b>is limited</b> .	Candidate <b>demonstrates appropriate growth</b> , from the start of the semester, related to the elements. Improvement in <b>consistency and depth are needed, but positive and effective work</b> to support student learning <b>is evident</b> .	Candidate <b>demonstrates significant growth</b> , from the start of the semester, in their teaching related to the elements. They <b>positively, consistently and effectively use of the element(s)</b> to support student learning. Their performance is noteworthy for its professional and reflective quality.	Candidate <b>consistently and confidently exceeds expectations</b> for someone learning the profession. Their actions, thinking and organizational planning are at a level far beyond their peers and resemble a more experienced practitioner. They <b>demonstrate a deep understanding</b> of the elements/criteria and <b>how to apply them</b> in support of student learning.

Candidate's Name:

School:

Grade/Class Type:

Please circle your role: Certified School Library Media Specialist or SHU Practicum Supervisor

Please circle which evaluation you are completing: Midterm Final

Date of Evaluation:

AECT Standards: 1 Design 2 Dev.	<b>Content Knowledge:</b> INTASC Standard 1 [CF Standards: 1A, 1D Competence] Elements:	UA (0)	MA (1)	A (2)	HA (3)	T (4)
1.1.2.a	Create lesson plans, thematic or interdisciplinary unit, on a topic or content area					
1.1.2.c 2.2.1	Integrate information literacy skills and apply principles of visual and media literacy into the classroom and media center instruction					
1.1.2.d	Incorporate technologies for interactive lessons promoting student learning					
2.0.1 2.0.3	Select appropriate media and apply instructional design principles for instruction to produce effective learning environments					

AECT Standard: 1 Design 2 Dev.	<b>Development and Learning:</b> INTASC Standard 2 [CF Standards: 1B Competence; 2A, 2C Social Consciousness] Elements:	U (0)	MA (1)	A (2)	HA (3)	T (4)
1.1.4a 2.1.3 2.4.3	Design lessons that include instructional plans, materials and technology that reveal an understanding of how students learn and support the development of learners (including accommodations), the acquisition of knowledge and motivation.					

AECT Standards: 1 Design 3 Utilization 4 Mgmt.	<b>Diverse Learners:</b> INTASC Standard 3 [CF Standards: 2A, 2B, 2C Social Consciousness] Elements:	U (0)	MA (1)	A (2)	HA (3)	T (4)
1.1.2.b 1.1.4.a	Create instructional plans/strategies that address the needs of all learners to include accommodations for learners with special needs					
4.0.1 4.3.1	Demonstrate leadership attributes while modeling respect and value for differences in the classroom, media center and school community.					
3.1.3 3.2.1	Provide services and resources with appropriate accommodations to all students in all formats to support curricular needs so that all students can learn.					

AECT Standard: 1 Design 3 Utilization 4 Mgmt.	<b>Instruction and Instructional Strategies:</b> INTASC Standard 4 [CF Standards: 1B, 1D Competence]  Elements:	U (0)	MA (1)	A (2)	HA (3)	T (4)
1.3.a 3.3.1	Select and create instructional strategies and materials that address the needs of all learners while demonstrating understanding knowledge and dispositions for learning.					
1.3.b	Demonstrate ability to differentiate instruction and identify at least one instructional model for a range of learners to promote thinking and problem solving.					
1.3.c 3.1.2	Given the instructional strategy and technology used, learning situation and nature of content, a lesson opening and closing is applied to bridge knowledge for students.					
1.3d 4.0.1	Utilize motivational strategies appropriate to engage learners and clearly explains content, shows examples, provides reviews, and reinforces content.					
1.1.4.d 4.4.1	Use instructional time effectively and is organized to provide resources and bibliographic records to provide efficient access to resources.					
1.1.3.a	Create instructional materials that require the use of technology/multi-media.					

AECT Standards: 1 Design 3 Utilization 4 Mgmt. 5 Evaluation	<b>Classroom/Media Center Environment:</b> INTASC Standard 5 [CF Standards: 1C, 1F Competence; 2A, 2B Social Consciousness]  Elements:	U (0)	MA (1)	A (2)	HA (3)	T (4)
1.4.e	Documents specific learner characteristics that influence the implementation of instructional strategies/resources.					
3.0.1 5.1.1	Assess/analyze the media facility for optimal use and functionality to support educational goals and promote positive social interaction and respect for all.					
3.3.4 4.1.2	Apply principles of management theory for operations of the media center and set clear and equitable standards for conduct that are consistently observed.					
4.2.6	Mentor and empower students, teachers and admin. in the use of the media center.					
4.0.2	Assist in managing staff and invite questions from all pertaining to the media center					

4.2.2	such as the mission and goals that support the school district.					
3.4.7	Implements appropriate strategies for organization and discipline, enforces acceptable use and Internet use polices and laws related to copyright and fair use.					
3.4.8						

AECT Standards: 1 Design 2 Dev. 3 Utilization 4 Mgmt.	<b>Communication:</b> INTASC Standard 6 [CF Standard: 1F Competence]  Elements:	U (0)	MA (1)	A (2)	HA (3)	T (4)
4.0.1	Communicates clearly and accurately orally.					
4.0.1	Communicates clearly and accurately in writing.					
2.4.4	Provide clear and concise directions for tasks and assignments that incorporate technology tools supporting all learners (both in oral and written formats).					
3.1.4	Respond supportively to student questions, and provides accurate and prompt reference information that invites all to participate in the resources available.					
1.2.c	Demonstrate the importance of establishing and maintaining positive relationships and apply principles of message design to promote communication.					
2.1.1 3.3.5	Develop clearly written instruction and professional resources using various technological tools to produce text materials, such as a School Library Media Center Handbook, to communicate information					

AECT Standards: 1 Design 2 Dev. 4 Mgmt.	<b>Planning:</b> INTASC Standard 7 [CF Standards: 1B, 1C Competence; 2C Social Consciousness]  Elements:	U (0)	MA (1)	A (2)	HA (3)	T (4)
1.1.2.e 2.3.4	Develop and plan lessons based on knowledge and interest of students, the district and state curriculum, literacy and technology standards that utilize media and the Internet					
2.4.8	All components of a lesson are consistently present that follow the SHU lesson format along with instructional materials, bibliographies and resource lists					

4.2.4	Identities appropriate resources in the planning process such as flowcharts and timelines and promote collaborative planning with classroom teachers					
4.4.2						

AECT Standards: 1 Design 2 Dev. 3 Utilization 5 Evaluation	<b>Assessment:</b> INTASC Standard 8 [CF Standard: 1H Competence]	U (0)	MA (1)	A (2)	HA (3)	T (4)
	<b>Elements:</b>					
1.1.5.a 2.0.5	Utilize a variety of assessment and evaluation strategies to determine adequacy of learning and for assessing the effectiveness of instruction.					
2.0.6	Utilizes the results of evaluation methods to revise and update instruction techniques					
3.1.6 5.3.1	Evaluate and maintain a high quality collection in a variety of formats that supports standards-based curricula while addressing the learning needs of all learners					
5.2.2	Monitor, identify and collect appropriate data to support decision making and gauge learning outcomes to promote engagement and continual development.					
5.3.2	Use a variety of assessments and a media center evaluation process in an effort to address program strengths and weaknesses in meeting the needs of all learners.					
1.4.b 1.4.c	Use an effective system for recording daily activities (Daily Log) and monitoring student progress.					

AECT Standards: 1 Design 5 Evaluation	<b>Reflective Practitioner:</b> INTASC Standard 9 [CF Standard: 3A Reflection]	U (0)	MA (1)	A (2)	HA (3)	T (4)
	<b>Elements:</b>					
1.1.5.a 1.1.5.b	Demonstrate the use of formative and summative evaluation within practice for planning and performance with the goal of continual development and improvement.					
1.1.5.c 5.1.1	Demonstrate congruency among lesson objectives, instructional strategies and assessment to articulate the strengths and weaknesses with a plan for improvement.					
1.1.5.a 5.3.1	Utilize a variety of assessment measures to determine adequacy of instruction and the impact on learning					

5.3.3	Seeks and considers peer assessment with feedback from colleagues and other professionals to enhance practice, student learning and the overall SLM program.					
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AECT Standards: 1 Design 2 Dev. 4 Mgmt.	<b>Collaboration:</b> INTASC Standard 10 [CF Standard: 1G Competence]  Elements:	U (0)	MA (1)	A (2)	HA (3)	T (4)
1.1.2.e 2.2.1	Collaborate with staff and teachers on various subject areas to ensure that information, literacy as well as visual and media literacy standards are integrated in the curriculum.					
4.2.5	Facilitate collaborative teaching practices among school faculty and media center staff.					
4.0.3	Collaborate and develop a working relationship with school administration and staff to build a strong understanding and widespread use of the media center program.					

	<b>SHU: Conceptual Framework Pillar-Professionalism</b>  Elements:	U (0)	MA (1)	A (2)	HA (3)	T (4)
	Shows a passion for teaching and pride for the profession.					
	Displays respect for punctuality, meeting obligations, and deadlines.					
	Models professional and ethical behavior in the classroom and the school.					
	Maintains confidentiality and appropriate privacy.					
	Maintains an organized plan and grade book.					

Name (Please print): \_\_\_\_\_ Role: \_\_\_\_\_

Signature: \_\_\_\_\_

Narrative:

**Final Grade:** Circle the grade you would give this candidate upon completion of their school library media field experience.

**A      A-      B+      B      B-      C+      C      C-      D+      D      D-      F**

### **FINAL GRADES FOR PRACTICUM FIELD EVALUATION**

At the end of the practicum field experience, the certified library media specialist and university supervisor submit a final grade which becomes part of the final assessment of the candidate's field experience. Determining a grade which is indicative of performance is always difficult. It may be helpful to point out, however, that the candidate is still a student who has not yet had the opportunity to develop the expertise which can be expected of an experienced school library media specialist. *Therefore, grades should reflect potential*, as indicated by such factors as ability, scholarship, teaching skills, organization and responsibility.

Suggested interpretation of the final grade is as follows:

- |                  |   |
|------------------|---|
| <b>A or A-</b>   | Final attainment of "highly acceptable" in most respects, possibly a few "exceeds expectations" and unacceptable in none. In your opinion, the student is a highly desirable candidate for any school system.   |
| <b>B+ ,B, B-</b> | "Acceptable" in <b>all</b> respects with possible points of "highly acceptable" and unacceptable is none.   |
| <b>C+, C,C-</b>  | "Acceptable" performance in <i>almost</i> all areas with few weaknesses. Shows no major weaknesses which would seriously prevent his or her teaching effectiveness. Any specific reservations should be stated on the narrative portion of the evaluation form. |
| <b>D+, D, D-</b> | "Approaching acceptable" in several important areas. Reservations about recommending for teaching without extensive remedial work in a number of important areas.   |
| <b>F</b>         | Failure. The candidate does not demonstrate competencies for effective teaching.  |