

## SUMMATIVE EVALUATION OF FIELD EXPERIENCE

Student: \_\_\_\_\_ Term: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Site: \_\_\_\_\_

The field experience reflects the knowledge, skills, and dispositions that the candidate possesses by the end of his/her field experience. It provides clear evidence that the new professional is well into the process of becoming a reflective practitioner.

### I. Narrative evaluation of candidate's performance in terms of knowledge, skills, and dispositions

- A. Please comment on the candidate's field experience performance, including strengths and weaknesses.
- B. How did the candidate impact clientele learning?
- C. Would you recommend this candidate for employment as an educational technology/teacher librarian professional in your organization?

### II. Holistic evaluation of demonstration of competence on program standards

The degree to which the entries clearly demonstrate mastery of each program /state standard at the level expected of a beginning professional 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 professional practice.
- 4 - Evidence demonstration a high degree of mastery in this area, and the candidate can independently implement effective professional practice.

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#### 1. Apply knowledge of multicultural, ethical, and legal issues pertaining to using educational technologies and communication within the global community (CTC 7. Diversity and Equity).

1       2       3       4

#### 2. Synthesize leadership principles within the practice of information and educational technology (CTC 5. Leadership and Advocacy).

1       2       3       4

#### 3. Apply instructional design principles to locate, evaluate and develop electronic materials (CTC 3. Multiple Literacies; 6. Program Administration).

1       2       3       4

#### 4. Integrate theoretical perspectives to review, interpret, and apply research in learning technologies (CTC 4. Information and Knowledge).

1       2       3       4

Unable to evaluate as there was no opportunity in this area.

#### 5. Demonstrate effective written, electronic, and oral communications that reflect crucial thinking and information literacy (CTC 3. Multiple literacies).

1       2       3       4

#### 6. Design, develop, implement, and assess learning experiences (CTC 2. Teaching for Learning).

1       2       3       4

Unable to evaluate as there was no opportunity in this area.

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The following standards apply only to Teacher Librarian candidates:

#### 7. Promote reading for learning, personal growth and enjoyment (CTC 3. Multiple literacies).

1       2       3       4

Unable to evaluate as there was no opportunity in this area.

8. Organize collections according to standard library cataloging and classification principles (CTC 6. Program Administration).

1

2

3

4