



Cooperating Librarian Evaluation of Educator Preparation Program

Teacher Candidate: _____ Student ID: _____ Date: _____

School: _____ Cooperating Teacher: _____ Subject/Grade: _____

The purpose of the Missouri Baptist University’s Student Teaching Program is to enable the candidate to implement all of his/her knowledge of the library and/or media. The experience should facilitate an effective transition from college student to professional library media specialist. Using the following performance ratings, indicate the level to which the teacher candidate was prepared to meet each standard.

Quality of Performance:

4 = Exceeds Expectations: The candidate was knowledgeable of the standard and consistently applied it to practice.

3 = Meets Expectations: The candidate was knowledgeable of the standard and sometimes applied it to practice.

2 = Below Expectations: The candidate was knowledgeable of the standard but was unable to apply it to practice.

1 = Does Not Meet Expectations: The candidate possessed no knowledge of the standard.

(Please circle **one number** for each)

The school librarian candidate:

Standard #1: Teaching for Learning

	Score			
Demonstrates knowledge of learning styles, the stages of human growth and development, and cultural influences on learning	4	3	2	1
Designs instruction that aligns learning goals and objectives with appropriate formal and informal assessments and that incorporates active learning instruction	4	3	2	1
Designs authentic learning activities that incorporate information and technological resources	4	3	2	1
Describes coordination, cooperation, integrated instruction, and integrated curriculum as forms of collaboration	4	3	2	1
Collaborates with other educators to plan and implement instruction	4	3	2	1
Uses formal and informal formative assessments to document and communicate the impact of instruction on student achievement	4	3	2	1
Uses instructional data to plan for action research	4	3	2	1

Comments: _____

Standard #2: Reading and Literacy

	Score			
Places students at the center of reading, emphasizing free voluntary reading as a primary means of developing reading and literacy	4	3	2	1
Describes the importance of reading as a pleasurable experience to all students, including exceptionalities, through reader advisory services	4	3	2	1
Describes multiple strategies that model, encourage and promote reading for enjoyment, personal growth, and learning	4	3	2	1
Describes children’s and teen’s literature and its history and identifies current publishing trends	4	3	2	1
Demonstrates knowledge of classic and current literature in multiple formats that reflect readers’ differences in age; physical, emotional and intellectual development; race; ethnicity; gender; languages; religion; and socio-economic status	4	3	2	1

Identifies and describes notable authors and illustrators, their work and accomplishments, and identifies international, national, state, and regional awards	4	3	2	1
Examines personal attitudes, beliefs, and assumptions about how race and ethnicity influence professional dispositions and actions	4	3	2	1
Describes the characteristics of diverse groups, including differences in physical, emotional, and intellectual development; age; race; ethnicity; gender; language; religion; and socio-economic status	4	3	2	1
Describes students' interests based on physical, emotional, and intellectual development; age; race; ethnicity; gender; language; religion; and socio-economic status when evaluating resources to ensure equal representation and equal opportunity for access to materials and information	4	3	2	1
Designs instruction that assesses and uses prior literacy knowledge, poses questions appropriate to the task, and monitors reading development and fluency	4	3	2	1
Explains the cultural systems of meanings in which all reading takes place and describes the debates that surround literary theories	4	3	2	1
Explains and applies the principles of <i>The Students' Right to Read</i> and the <i>Position Statement on the School Librarian's Role in Reading</i>	4	3	2	1

Comments: _____

Standard #3: Information and Knowledge

	Score			
Articulates the importance of access to library materials in print and electronic formats	4	3	2	1
Demonstrates knowledge of information resources that support optimal learning and development	4	3	2	1
Plans and teaches information literacy skills incorporating information literacy research models	4	3	2	1
Describes the importance of an inviting library environment that encourages usage by all in the school community	4	3	2	1
Articulates a schedule that supports "least restrictive access"	4	3	2	1
Explains the importance of assistive technologies and alternate information formats that meet students' information needs	4	3	2	1

Comments: _____

Standard #4: Leadership and Advocacy

	Score			
Demonstrates understanding of school governance	4	3	2	1
Articulates the role of the library in school and district student achievement	4	3	2	1
Identifies stakeholders within and outside the school community who impact the school library program	4	3	2	1
Demonstrates understanding of strategies to advocate for the school library program	4	3	2	1

Comments: _____

Standard #5: Program Management and Administration

	Score			
Demonstrates familiarity with short and long-range strategic plans covering a school library's mission, goals, and objectives	4	3	2	1
Demonstrates familiarity with program effectiveness concepts and program evaluation techniques	4	3	2	1
Demonstrates familiarity with school library data reporting requirements	4	3	2	1
Demonstrates knowledge of selecting, acquiring, and deselecting resources for a specific school community	4	3	2	1
Demonstrates knowledge of collection evaluation strategies	4	3	2	1
Demonstrates knowledge of current cataloging and classification standards for efficient and effective storage and retrieval	4	3	2	1

Demonstrates knowledge of school library financial resources and budgets, prepares, analyzes, evaluates, and justifies a school library budget; and prepares proposals for advocacy, fundraising, and grants	4	3	2	1
Demonstrates familiarity with best practices, including Americans with Disabilities Act (ADA) requirements, in the design and remodeling of school library physical facilities	4	3	2	1
Demonstrates familiarity with school library human resources and plans human resources for the school library	4	3	2	1
Demonstrates knowledge of, and practices associated with, the American Library Association <i>Code of Ethics</i>	4	3	2	1
Demonstrates familiarity with effective policies and procedures	4	3	2	1

Comments: _____

Standard #6: Technology Integration

	Score			
Demonstrates knowledge of and ability to use a wide variety of media communication tools	4	3	2	1
Has developed skills in using a variety of media communication tools	4	3	2	1
Explores and reflects on instructional strategies integrating technology and media communication tools	4	3	2	1
Explores the concepts of digital citizenship	4	3	2	1
Develops model lessons to teach digital citizenship concepts	4	3	2	1

Comments: _____

Standard #7: Professional Development

	Score			
Identifies and reflects on the array of professional learning opportunities, including those offered by educator preparation programs, school districts, professional associations and /or opportunities	4	3	2	1
Identifies and reflects on the array of professional learning networks	4	3	2	1

Comments: _____

In which areas do you feel this student teacher was best prepared?

Please comment on any characteristic(s) of our teacher education program that could be revised for greater effectiveness.

How many times did the university supervisor visit you and the student teacher jointly? _____

How many times did the university supervisor visit you and the student teacher individually? _____

Please circle the number which you believe best describes the quality of performance of the University Supervisor:

4=The University Supervisor consistently. . .

3=The University Supervisor sometimes. . .

2=The University Supervisor rarely. . .

1=The University Supervisor never. . .

- | | | | | |
|--|-----|----|---|---|
| 1. Communicated his/her expectations for student teaching and explained them compatibly with expectations of the MBU Education Division. | 4 | 3 | 2 | 1 |
| 2. Set a good example as a professional. | 4 | 3 | 2 | 1 |
| 3. Contributed positively to the student teaching experience. | 4 | 3 | 2 | 1 |
| 4. Provided relevant and useful feedback to me and the student teacher. | 4 | 3 | 2 | 1 |
| 5. Maintained an attitude of encouragement and showed interest in my student teacher's progress. | 4 | 3 | 2 | 1 |
| 6. Encouraged ongoing communication between me, my student teacher, and him/her. | 4 | 3 | 2 | 1 |
| 7. Made himself/herself available when needed. | 4 | 3 | 2 | 1 |
| 8. Addressed any issues and engaged the Director of Field Experiences and/or Dean of Education as needed. | 4 | 3 | 2 | 1 |
| 9. I would be interested in hosting another MBU student teacher. | Yes | No | | |

Additional Comments:

The Council for the Accreditation of Educator Preparation (CAEP) describes diversity as including, but not limited to, differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, and geographic region in which they live. CAEP requires that field experiences provide opportunities to work with students from different socioeconomic groups and at least two ethnic/racial groups. Candidates should also work with English language learners and students with disabilities. To meet this standard, documentation of experiences with diversity is required.

Please fill in numbers for each category below for the entire school serviced.

- | | |
|---|--|
| _____ Total number of students | _____ White |
| _____ Hispanic of any race | _____ Female |
| _____ American Indian or Alaskan native | _____ Male |
| _____ Asian | _____ ELL (English Language Learners) |
| _____ Black or African American | Students with exceptionalities: IEP's _____ Physical Needs _____ |
| _____ Native Hawaiian or other Pacific Islander | _____ Gifted Students |
| _____ 2 or more races | _____ School % of students on free or reduced lunch program |

Cultural Characteristics _____

The following information is requested for reports the University provides to the Missouri Department of Elementary and Secondary Education and other accrediting agencies:

- Number of years you have been teaching at this school: _____
- Total # of years you have taught as a certified professional (all schools combined): _____
- Area of MO Certification: _____
- Highest Degree Earned: Bachelor's Master's Specialist Doctorate

You are not required to answer the question below; however, your cooperation is appreciated.

- Ethnicity:
 Hispanic of Any Race American Indian or Alaskan Native Asian Black or African American
 Native Hawaiian or Other Pacific Islander 2 or More Races White

Please indicate where you would like your stipend to be mailed:

Name _____

Address: _____

Cooperating Librarian's signature _____ Date _____

Revised 08/2023 (Green form)