5.10 Works in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize, and evaluate information literacy skills into the curriculum to accomplish standards-based learning activities. (CO: 5.6)

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Info Literacy & Tech Standards	Does not include the national/state technology standards related to information literacy in any lesson plans	Includes the state/national technology standards related to information literacy in at least one teaching plan and aligns instruction with the standard(s) Provides no evidence that students learned/acquired informational literacy skills	Includes the state/national technology standards related to information literacy in at least one teaching plan and aligns instruction with the standard(s) AND implements the teaching plan Provides evidence that students acquired infomational literacy skills for at least one lesson	Meets the criteria for "proficient" and demonstrates flexibility in understanding the information literacy standards as well as strategies for teaching and asessing student learning by including MULTIPLE lesson plans that were taught in the eportfolio Provides evidence that students acquired information literacy skills based on instruction in multiple lessons
Works Collaboratively	No evidence that s/he understands the roles and responsibilities of school media specialists and/or the advantages of collaboration with them	Understands roles and responsibilities of school media specialists and the advantages of collaboration for teachers and K-12 students (e.g., in reflection) but either 1) no evidence of collaboration or 2) explains collaboration with media specialist or media center in plans but does not implement	Implements a collaboratively planned lesson with a school librarian or media specialist	Collaborates with a media specilist/librarian on a variety of activities to provide student instruction in information literacy or other skills

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated for admission to education.*

Guidelines for Admission to Student Teaching: Students should be at a "developing" level for both dimensions.

Examples of Evidence: Unit plans/mini TWSs, lesson plans, reflections

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" on all dimensions. The OVERALL rating for the standard should average the ratings across dimensions.
2. Evaluate the quality of the plan, involvement of media specialist, and student success.
3. A possible Inventory narrative should describe an example of student performance: e.g., *In implementing her TWS, she collaborated with the media specialist to select books for student groups.*

Examples of Evidence: Lesson plan book; In the eportfolio: TWS, lesson plans, unit plans, student data, log of activities, lesson reflections, goal 5 reflections

Rationale:

American Library Association. (1998). *Information power: Building partnerships for learning.*

Colorado Standards for Information Literacy . Available at http://www.cde.state.co.us/litstandards/litstandards.htm.

Information literacy standards for student learning. (

NETS Standards. (2007). Available at http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm