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)

<table>
<thead>
<tr>
<th>Info Literacy &amp; Tech Standards</th>
<th>Basic (1.0 - 1.9)</th>
<th>Developing (2.0 - 2.9)</th>
<th>Proficient (3.0 - 3.9)</th>
<th>Advanced (4.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not include the national/state technology standards related to information literacy in any lesson plans</td>
<td>Includes the state/national technology standards related to information literacy in at least one teaching plan and aligns instruction with the standard(s)</td>
<td>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</td>
<td>Meets the criteria for &quot;proficient&quot; and demonstrates flexibility in understanding the information literacy standards as well as strategies for teaching and assessing student learning by including MULTIPLE lesson plans that were taught in the eportfolio</td>
</tr>
<tr>
<td></td>
<td>Provides no evidence that students learned/acquired informational literacy skills</td>
<td>Provides evidence that students acquired informational literacy skills for at least one lesson</td>
<td>Provides evidence that students acquired informational literacy skills based on instruction in multiple lessons</td>
<td></td>
</tr>
</tbody>
</table>

| 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 specialist/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: