**Appendix 2-17 School Library Practicum Report**

**COA Report: LIS 696 Practicum Field Experience**

**2009 - 2014**

Prepared by Violet Harada, Professor Emerita and Practicum Coordinator from 2009-2014.

Starting in 2015, Rae-Anne Montague, Assistant Professor, is coordinating the practicum.

LIS 696 Practicum for School Librarianship is a three-credit course that is required for students seeking school library licensure in the Hawaii public schools. The Hawaii Teacher Standards Board oversees the process of licensure. Students are advised to take this course toward the end of their program. A current 696 syllabus is available on the LIS website http://www.hawaii.edu/lis/courses/course-descriptions/

The report is organized as follows:

A. Course learning outcomes

B. Course requirements

C. Course assignments

D. Course assessment

E. Student site assignments and current employment status

F. Feedback about the practicum from students and mentor librarians

G. Employer ratings of graduates in Hawaii DOE school libraries

**A. Course Learning Outcomes**

The practicum focuses on the following course learning outcomes: The students will be able to

* Articulate the philosophy, goals, and objectives of the library/information center
* Analyze the activities and programs of the library/information center in relation to the objectives of both the library/information center and the larger organization of which it is a contributing and supportive part
* Complete a range of professional activities that demonstrate achievement of the *ALA/AASL Standards for Initial Preparation Programs for School Library Media Specialists* (2010)
* Standard 1: Teaching for learning
* Standard 2: Literacy and reading
* Standard 3: Information and knowledge
* Standard 4: Advocacy and leadership
* Standard 5: Program management and administration
* Assess and evaluate a library media center based on principles and guidelines reflected in the *Hawaii DOE Elements of a Quality School Library Media Center* (2014).
* Synthesize and apply skills, concepts, and theories so that competencies gained can be used in an entry-level professional position

**B. Course Requirements**

The practicum coordinator selects the site assignments based on feedback and information provided by the students at an orientation session in the semester preceding the practicum. Students must spend a minimum of 120 hours during the semester at the assigned school library. Most students average between 130 and 150 hours. At the beginning of the semester students prepare a proposal that includes a checklist of possible tasks based on the ALA/AASL *Standards for Initial Preparation of School Librarians* (Appendix A). Students ultimately prepare an electronic portfolio of their work. They also assess their accomplishments using a rubric that is based on the ALA/AASL Standards. The coordinator uses the same rubric for final assessments. The coordinator’s portfolio assessments are available upon request. The rubric has undergone minor changes over the semesters. The current version appears in Appendix B.

**C. Course Assignments**

Students provide evidence of having achieved the course learning outcomes through:

* participating in field experiences and seminar discussions.
* composing reflective entries in e-journals.
* producing an e-portfolio and self-assessing performance on practicum tasks.
* assessing a library media center based on DOE program evaluation guidelines.

**D. Course Profile Assessments**

Beginning in Fall 2012, all LIS instructors must complete course assessments that summarize how well students have met the LIS Student Learning Outcomes (SLOs) identified for the specific courses. The practicum addresses the following LIS SLOs:

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

1c) Develop and apply critical thinking skills in preparation for professional practice

1d) Craft and articulate a professional identity

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

2a) Demonstrate understanding of leadership

2c) Develop, manage, and assess information services for specific users and communities

2e) Demonstrate the ability to advocate effectively for information services

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

3b) Organize, create, archive and manage collections of information resources following professional standards

SLO 4: Evaluate and use the latest information technologies, research findings and methods.

4b) Integrate emerging technologies into professional practice

4c) Apply current research findings to professional practice

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders

5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

The course assessments for 2012 through 2014 are included in this section. The scores were derived from an examination of the culminating portfolios. Samples of individual practicum portfolios are available in the LIS office files.

Fall 2014 [N=3]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SLO/Indicator | Exceeding | Meeting | Approaching | Not meeting |
| SLO 1/c | --- | 3 | --- | --- |
| SLO 1/d | --- | 3 | --- | --- |
| SLO 2/a | 2 | 1 | --- | --- |
| SLO 2/c | 2 | 1 | --- | --- |
| SLO 2/e | 2 | 1 | --- | --- |
| SLO 3/b | 3 | --- | --- | --- |
| SLO 4/b | 3 | -- | --- | --- |
| SLO 4/c | 3 | --- | --- | --- |
| SLO 5/a | --- | 3 | --- | --- |
| SLO 5/b | --- | 3 | --- | --- |

Fall 2013 [N=9]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SLO/Indicator | Exceeding | Meeting | Approaching | Not meeting |
| SLO 1/c | 3 | 6 | --- | --- |
| SLO 1/d | 3 | 6 | --- | --- |
| SLO 2/a | 4 | 4 | 1 | --- |
| SLO 2/c | 4 | 4 | 1 | --- |
| SLO 2/e | 4 | 4 | 1 | --- |
| SLO 3/b | 2 | 6 | 1 | --- |
| SLO 4/b | 2 | 6 | 1 | --- |
| SLO 4/c | 2 | 6 | 1 | --- |
| SLO 5/a | 2 | 6 | 1 | --- |
| SLO 5/b | 2 | 6 | 1 | --- |

Fall 2012 [N=10]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SLO/Indicator | Exceeding | Meeting | Approaching | Not meeting |
| SLO 1/c | 7 | 3 | --- | --- |
| SLO 1/d | 7 | 3 | --- | --- |
| SLO 2/a | 7 | 3 | --- | --- |
| SLO 2/c | 7 | 3 | --- | --- |
| SLO 2/e | 7 | 3 | --- | --- |
| SLO 3/b | 7 | 3 | --- | --- |
| SLO 4/b | 7 | 3 | --- | --- |
| SLO 4/c | 7 | 3 | --- | --- |
| SLO 5/a | 7 | 3 | --- | --- |
| SLO 5/b | 7 | 3 | --- | --- |

**E. Site Assignments and Current Employment Status**

Since 2009, we have graduated 43 students in the school library specialization. The chart below provides the names of students, practicum assignments, and where known, current employment status. In some cases, students have remained in classroom positions and hoped to secure future openings in the same schools or in libraries that are closer to their homes. In other cases, they have assumed related leadership positions in schools, e.g., literacy coach, curriculum coordinator. Still others have yet to complete their teacher preparation work that is required for the licensure process.

**Figure 1**

**Practicum Assignments and Current Employment Status**

|  |  |  |
| --- | --- | --- |
| Student | Practicum Assignment | Current Employment |
| Akina, Johanna | Aliamanu ElementaryPatricia Louis | Aiea Elementary Library |
| Arakaki, Amanda | Kapaa Middle SchoolCynthia Masukawa | Kaumualii Elementary(teacher) |
| Arellano, Elodie | Pearl Harbor ElementaryDenise Sumida | Aikahi Elementary Library |
| Asato, Jennifer (Agena) | Pearl City HighAudrey Okemura | McKinley High Library |
| Bagoyo, Tara | Aliamanu ElementaryPatricia Louis | Ahuimanu Elementary Library |
| Caldarone, Cassandra | Le Jardin AcademyRebecca Postema | Le Jardin Academy Library |
| Chao, Dinah | Kapaa HighEmmi Masumura | Unable to contact |
| Farrell, Veronica | Haiku ElementaryOn-the-job | Haiku Elementary(vice principal) |
| Fase, Kellie | Manoa ElementaryImelda Corpuz Amano | Sacred Hearts Academy Library |
| Fujii, Danielle | Aliamanu ElementaryPatricia Louis | Kalaheo High Library |
| Fukumoto, Megan | Aliamanu ElementaryPatricia Louis | Manoa Public Library |
| Hamasaki, Leslie | Kailua ElementaryDarren Tanaka | Kalani High (curriculum coordinator) |
| Higa, Carrie | Aiea ElementaryJo Ann Ishida | Barber’s Pt Elementary(teacher) |
| Huth, John | Anne KurodaCastle High | Champion Learning Center NY (literacy tutor) |
| Ibbs, Stephanie | Kauai HighKristen Fuchigami | Eleele Elementary Library |
| Jim, Taryn (Nako) | Pearl Ridge ElementaryLoretta Nelson | Salt Lake Elementary Library |
| Kim, Lauren | Kapolei ElementaryLois Tagami | Pearl City Highlands Elementary (teacher) |
| Kinoshita, Sasha | Noelani ElementaryKaren Graham | Unable to contact |
| Korpi, Terry | Enchanted Lake ElementaryOn-the-job | Enchanted Lake Elementary Library  |
| Kusumoto, Jill | Solomon ElementaryOn-the-job | Solomon Elementary Library |
| Lee, Jeffery | Kapolei HighSandra Yamamoto | Kaneohe Elementary (teacher) |
| Maeda, Justine | Kaimuki MiddleLoraine Hotoke | Waipahu High Library |
| Maggini Mackay, Heather | Iolani HighTennye Kohatsu | Sacred Hearts Academy Library |
| Student | Practicum Assignments | Current Employment |
| Manfredi, Nicole (Goff) | Kamehameha SchoolRuby Redona, Sheryl Naluai | Mid-Pacific Institute Library |
| Martinez, Tamara | Waimanalo Elem & IntCarleen Matsuda | Kahuku High & Int Library |
| Mastin, Jo Ann | Kapolei ElementaryLois Tagami | Unable to contact |
| Miyashiro, Daphne | Farrington HighJulie Tomomitsu | Not employed – full time mother |
| Mullins, Joshua | Kailua ElementaryDarren Tanaka | North Country District, MO(teacher) |
| Ogawa, Michael-Brian | Leilehua HighSandra Maruyama, Yvonne Lau | UH Dept. of Information & Computer Sciences(faculty specialist) |
| Otomo, Tara (Nakata) | King IntermediateEunice Espinosa | Lahainaluna High Library |
| Paio, Mara | Hawaii Preparatory AcademyDavid Giff | Thelma Parker Library |
| Ramirez, Caitlin | Farrington HighJulie Tomomitsu | Kalakaua Middle(literacy coach) |
| Shimoda, Shelley (Lau) | Lincoln ElementaryKaren Muronaga | Aina Haina Elementary Library |
| Steinbauer, Amy | Sacred Hearts AcademyLaurel Taylor | Beaumont CA Library District |
| Taylor, Laurel (Oshiro) | Kailua ElementaryDarren Tanaka | Sacred Hearts Academy Library |
| Tokuda, Joyce | Kapolei HighCarolyn Kirio, Sandy Yamamoto | Kapiolani Community College Library |
| Uchima, Eileen | Lunalilo ElementaryOn-the-job | Lunalilo Elementary Library |
| Vandersande, Deborah | Kahala ElementaryOn-the-job | Kahala Elementary Library |
| Walsh, Sarah | Manoa ElementaryImelda Corpuz Amano | Not employed – full time mother |
| Yamamoto, Cherie | Kaumualii ElementaryMichelle Valenciano | Kaumualii Elementary(curriculum coordinator) |
| Yamamoto, Jenny | Leilehua HighOn-the-job | Leilehua High Library |
| Yoxtheimer, Katelyn | Kailua HighDonna Takara | Completing her teaching certification to qualify for a library |
| Yukimura, David | Kalaheo ElementaryMargaret Padilla | Kalaheo Elementary Library |

**F. Feedback from Students and Mentor Librarians**

While we continue to solicit informal feedback from both students and mentor librarians each term that the practicum is offered, in fall 2014, we chose to conduct an email survey with members of both groups that had been involved in the practicum since the last accreditation in 2009. We were able to locate and contact 30 students and 17 mentor librarians. Of these numbers, we received responses from 22 students (73%) and 16 librarians (94%).

The questions asked of the students and a composite of their responses follow:

What did you find most valuable in the practicum?

Students unanimously indicated that being able to “put theory into practice in a real-world setting” made the practicum “the most valuable experience.” More specifically they identified particular aspects of the course including building collegial and collaborative relationships with teachers (41%), greater awareness of the many diverse roles that librarians assume in today’s schools (36%), designing and implementing lessons (33%), and the importance of advocating for the library (14%). They also mentioned the value of the Saturday seminar sessions where they visited other libraries (19%), interacted with fellow practicum students (14%), and reflected on their experiences via journal entries and creation of a culminating portfolio (10%).

How might we improve this experience for future students?

About a third of the respondents recommended expanding the length of the practicum and/or gaining practicum experience at both the elementary and secondary levels. In terms of the length of the practicum, recommendations included requiring more hours in a semester akin to student teaching, and extending the practicum from a semester to the entire school year. Students also suggested the following: teach more lessons, integrate the librarian evaluation system being used by the public schools, and visit more libraries. One student suggested that practicum students be encouraged to “do research on the assigned school and community” before the start of the semester to be better prepared for the practicum.

The questions asked of the mentor librarians and a composite of their responses follow:

What were the most important things that you built into the practicum for students?

Mentor librarians concurred with students that the practicum was a critical opportunity to “see what it’s like in the real world.” They emphasized the importance of creating libraries where students were empowered and where librarians envisioned themselves as student advocates and learning leaders (69%). One of them stated, “School librarians are integral to a school’s success. It’s important to be involved in decision-making and also be current with the latest in educational technology and pedagogy.” Like the students, the librarians stressed building relationships and knowing the school community (56%) and juggling multiple roles (27%). Half of them stated their most valued roles were as teachers and collaborators. In addition, they believed that students must see themselves as continual learners, participating in professional organizations, and building professional networks (40%).

How might the LIS Program better support you as a mentor?

None of the mentor librarians suggested any changes. Instead, they stressed that we continue to establish clear goals and expectations for students and mentor librarians, be approachable and available for meetings and phone conversations, and maintain a well-organized and detailed syllabus for the course. One librarian summed it as follows: “I appreciated knowing what was expected of me and the student. I always felt comfortable contacting the coordinator with a question or problem. I also valued the email messages about things happening in the Saturday seminar sessions.”

How might we improve the practicum for students?

Two librarians asked if students might do practicum sessions at the elementary and secondary levels. [Note: They did not realize that students currently have the option to repeat the practicum course in different semesters.] One librarian wanted mentors to formally evaluate the students (at present, it’s an informal option). The following recommendations were made by single librarians about what mentors might do to improve the experience: dedicate some time to current evaluation practices for librarian effectiveness in the DOE and have students participate in more school-wide activities.

Based on this feedback, we will revisit both the number of hours required in the three-credit practicum as well as the possibility of providing more experiences at both the elementary and secondary levels.

**G. Employer Ratings**

In place of an employer survey administered by the LIS Program, we requested access to principals’ ratings on the Hawaii DOE’s Educator Effectiveness System (EES) for students hired by the DOE in the last five years. A total of 11 students have been hired since 2009. We were able to secure 2013-2014 ratings for ten students; ratings for one student could not be found in the school files. The EES used the following 4-point rating scale:

* Highly effective: met or exceeded at least 90% to 100% of expected target.
* Effective: met or exceeded at least 75% to 89% of expected target.
* Developing: met or exceeded at least 60% to 74% of expected target.
* Ineffective: met less than 60% of expected target.

Nine of the ten librarians received “effective” or “highly effective” ratings on foci they had selected for the evaluation. One librarian was rated “developing” and indicated she had problems with adequate instructional time and limited teacher cooperation in reviewing materials with students in between the library instructional sessions. Figure 2 identifies the specific student learning objectives and activity goals that each librarian selected for the focus of his/her evaluation. Ratings given by the administrators appear in the last column. Names are omitted to ensure confidentiality.

**Figure 2**

**Educator Effectiveness System: Principals’ Ratings in 2013-2014 Year**

|  |  |  |
| --- | --- | --- |
| Librarian | Student Learning Objective (SLO)/Activity | Rating |
| 1 | SLO: strengthen digital citizenshipActivity goal: 80% of students will display understanding about copyright and how to cite sources (grades 9-12)SLO: effectively use technologyActivity goal: eBook circulation will show a 30% increase over last year (grads 9-12)  | Effective: 80% of students passed post testEffective: circulation increased by 30% |
| 2 | SLO: effectively locate and retrieve informationActivity goal: librarian will develop and implement at least one lesson on text features (grade 1)SLO: promote reading and literacyActivity goal: librarian will develop and implement a plan for reading promotion (grades K-6) | Effective: able to develop lesson; implementation was not fully completedEffective: able to develop a plan; implementation was not fully completed |
| 3 | SLO: strengthen information accessActivity goal: librarian will create at least one online guide for electronic resources (grades 9-12)SLO: effectively use technologyActivity goal: 90% of students will use at least one tech tool taught by the librarian: Weebly, Animoto, and/or Prezi (grades 9-12) | Highly effective: posted several guidesEffective: 80% used at least one tool |
| 4 | SLO: promote reading and literacyActivity goal: 50% of 2nd graders will earn at least one button in a special reading promotion, reading books at their levelSLO: strengthen digital citizenshipActivity goal: 25% of 5th graders will accurately cite their sources for a unit in the International Baccalaureate Program | High effective: met targetHighly effective: met target |
| 5 | SLO: effectively use technologyActivity goal: usage of online academic databases will double from last year (grades 10-12)SLO: effectively use technologyActivity goal: librarian will introduce LibGuides to at least 3 teachers (grades 10-12) | Highly effective: use increased 3.5 times over last yearEffective: LibGuides used with 3 different classes |
| 6 | SLO: increase level of collaboration with teachersActivity goal: librarian will collaborate with at least 10 teachers in co-designing and co-teaching instruction (grades 10-12)SLO: promote reading and literacyActivity goal: book circulation will show a 20% increase over last year (grades 10-12) | Effective: worked with 10 teachersEffective: circulation increased by 20% |
| 7 | SLO: improve information access for teachersActivity goal: librarian will create 3 science pathfinders for teachers (grades 5-6) | High effective: created 4 pathfinders |
| 8 | SLO: effectively locate and retrieve informationActivity goal: 90% of 3rd graders will display improvement by 20% or higher in using text features in informational texts | Developing: 47% displayed improvement |
| 9 | SLO: effectively use technologyActivity goal: at least 80% of students will publish a book review in Destiny Quest (grades 2-5)SLO: promote reading and literacyActivity goal: 80% of students will independently select appropriate reading materials based on interest and ability (grades K-5) | High effective: 92% published reviewsEffective: met target |
| 10 | SLO: strengthen digital citizenshipActivity: 75% of students will show improvement in post test scores after learning about digital footprints (grades 9-12) | Effective: met target |

**Appendix A: Checklist of Practicum Activities**

LIS 696: Checklist of Practicum Activities

(Updated Fall 2014)

***NOTE: The following checklist is organized according to the ALA/AASL Standards for Initial Preparation of School Librarians (approved 2010). Go over this draft with your cooperating librarian and expand on the activities. If you are doing an on-the-job practicum, confer with me to modify the activities so that they relate to your ongoing work. –VHarada***

# STANDARD 1: TEACHING FOR LEARNING

**Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students’ interests and develops their ability to inquire, think critically, gain and share knowledge.**

* 1. **Knowledge of learners and learning**
	2. **Effective and knowledgeable teacher**
	3. **Instructional partner**
	4. **Integration of 21st-century skills and learning standards**

**EXAMPLES FOR PORTFOLIO**

|  |  |
| --- | --- |
| Description of task | Completion date |
| Draft and implement a minimum of two lesson plans that include the following: standards, critical reading and thinking, assessments, samples of student work, personal reflection |  |
| Design and implement an activity that promotes the use of technology and multiple literacies. Note: one of your lessons might incorporate this element or it can be a separate activity. |  |
| Include related assignments from other LIS courses [this is encouraged but not required] |  |

# STANDARD 2: LITERACY AND READING

**Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children’s and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.**

**2.1 Literature**

**2.2 Reading promotion**

**2.3 Respect for diversity**

**2.4 Literacy strategies**

**EXAMPLES FOR PORTFOLIO**

|  |  |
| --- | --- |
| Description of task | Completion date |
| Develop a bibliography or webliography that reflects your knowledge of current resources and/or multicultural diversity in student populations. |  |
| Prepare an annotated purchase recommendation list for a particular segment of the library’s collection. |  |
| Take the lead in or assist with an activity to promote reading. Prepare a short report and reflection on the activity; you may augment with photos or a video. |  |
| Include related assignments from other LIS courses [this is encouraged but not required]. |  |

# STANDARD 3: INFORMATION AND KNOWLEDGE

**Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.**

**3.1 Efficient and ethical information-seeking behavior**

**3.2 Access to information**

**3.3 Information technology**

**3.4 Research and knowledge creation**

**EXAMPLES FOR PORTFOLIO**

|  |  |
| --- | --- |
| Description of task | Completion date |
| Design and implement an activity that focuses on efficient and ethical information-seeking behavior. Note: one of your lessons might incorporate this element or it can be a separate activity. |  |
| Incorporate the use of digital and virtual tools to locate and evaluate information.  |  |
| Incorporate the use of digital and virtual tools to create and communicate newly found knowledge.  |  |
| Assess a service or event by collecting data and using the results to make improvements. Data might be collected using surveys, focus groups, student exemplars, etc. |  |
| Include related assignments from other LIS courses [this is encouraged but not required]. |  |

# STANDARD 4: ADVOCACY AND LEADERSHIP

**Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.**

**4.1 Networking with library community**

**4.2 Professional development**

**4.3 Leadership**

**4.4 Advocacy**

**EXAMPLES FOR PORTFOLIO**

|  |  |
| --- | --- |
| Description of task | Completion date |
| Participate in an activity that connects the library with other libraries (school, public, academic, special) and/or other information agencies in the community. |  |
| Participate in a social or intellectual network of professionals (e.g., Linked In, Ning, aaslforum). |  |
| Participate in a school-organized professional development session and report on it. |  |
| Participate in a session or conference sponsored by one of the professional organizations or the DOE and report on it. |  |
| Visit another library and report on it. |  |
| Compose a personal essay of insights gained and plans for professional growth (part of e-portfolio). |  |
| Assist or take the lead in conducting a professional development activity for faculty/staff members. |  |
| Publish a news item or article and/or present at a conference on the library’s role in student learning. |  |
| Assist with an advocacy activity at the school or community level. |  |

# STANDARD 5: PROGRAM MANAGEMENT AND ADMINISTRATION

**Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.**

**5.1 Collections**

**5.2 Professional ethics**

**5.3 Personnel, funding, and facilities**

**5.4 Strategic planning and assessment**

**EXAMPLES FOR PORTFOLIO**

|  |  |
| --- | --- |
| Description of task | Completion date |
| Assist with selection and ordering of resources [Purchase recommendation list] |  |
| Assist with assessing resources for levels of text complexity. |  |
| Design an activity or a product to promote student and/or faculty awareness of digital citizenship, intellectual freedom, or copyright. |  |
| Identify and apply strategies and tools to assess the quality and effectiveness of a specific program or activity. |  |

**Appendix B: Rubric for Culminating E-Portfolio**

# RUBRIC FOR CULMINATING E-PORTFOLIO

# ALA/AASL STANDARDS FOR INITIAL PREPARATION OF SCHOOL LIBRARIANS

# STANDARD 1: TEACHING FOR LEARNING

**Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students’ interests and develops their ability to inquire, think critically, gain and share knowledge.**

***List items you are including in your portfolio to meet this standard:***

|  |
| --- |
| **1.1 Knowledge of learners and learning** |
| Exceeds | Meets | Approaches |
| * Assesses learner needs and identifies prerequisite skills for a particular lesson
* Bases instruction on student interests and needs
* Supports diverse learning styles
 | * Assesses learner needs and

identifies prerequisite skills for a particular lesson* Bases instruction on student interests and needs
* Has yet to show evidence of support for diverse learning styles
 | * Bases instruction on student interests and needs
* Has yet to identify prerequisite skills for a particular lesson based on learner needs
* Has yet to show evidence of support for diverse learning styles
 |
| **1.2 Effective and knowledgeable teacher** |
| Exceeds | Meets | Approaches |
| * Implements principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning
* Designs plans that align instructional goals, learning activities, resources and assessments
* Documents student achievement
 | * Implements principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning
* Designs plans that align instructional goals, learning activities and resources but needs work on assessments
* Has yet to document student achievement
 | * Implements principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning
* Designs plans with incomplete alignment of instructional goals, learning activities, resources, and assessments
* Has yet to document student achievement
 |
| **1.3 Instructional partner** |
| Exceeds | Meets | Approaches |
| * Works collaboratively with teachers and other specialists to design, implement, and assess teaching and learning activities
 | * Works collaboratively with teachers and other specialists to design, implement, and assess teaching and learning activities
* Has yet to collaboratively assess teaching and learning activities
 | * Works largely in isolation to design and implement teaching and learning activities
* Has yet to assess teaching and learning activities
 |

|  |
| --- |
| **1.4 Integration of 21st-century skills and learning standards** |
| Exceeds | Meets | Approaches |
| * Implements instruction based on the AASL *Standards for the 21st-Century Learner* and current state learning standards (e.g., Common Core State Standards)
* Employs strategies to integrate multiple literacies and emerging technologies with content
 | * Implements instruction based on the AASL *Standards for the 21st-Century Learner* and current state learning standards (e.g., Common Core State Standards)
* Employs strategies to integrate emerging technologies with content but not multiple literacies
 | * Implements instruction based on the AASL *Standards for the 21st-Century Learner* and current state learning standards (e.g., Common Core State Standards)
* Has yet to employ either multiple literacies or emerging technologies with content
 |

# STANDARD 2: LITERACY AND READING

**Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children’s and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.**

***List items you are including in your portfolio to meet this standard:***

|  |
| --- |
| **2.1 Literature** |
| Exceeds | Meets | Approaches |
| * Provides a range of children’s and/or young adult resources in multiple formats to support reading for information and recreation
* Builds access to professional literature to meet curricular needs of the faculty
 | * Provides a range of children’s and/or young adult resources in multiple formats to support reading for information and recreation
* Has yet to focus on expanding access to professional literature to meet curricular needs of the faculty
 | * Focuses on children’s and/or young adult resources restricted largely to print in support reading for information and recreation
* Has yet to focus on expanding access to professional literature to meet curricular needs of the faculty
 |
| **2.2 Reading promotion** |
| Exceeds | Meets | Approaches |
| * Uses various instructional strategies to promote lifelong reading
* Creates special events and programs to encourage creative expression and lifelong reading
 | * Uses various instructional strategies to promote lifelong reading
* Has yet to create special events and programs to encourage creative expression and lifelong reading
 | * Focuses on book talks and book displays to promote lifelong reading
* Has yet to create special events and programs to encourage creative expression and lifelong reading
 |
| **2.3 Respect for diversity** |
| Exceeds | Meets | Approaches |
| * Develops access to informational and literary sources in print and digital formats that support diverse developmental needs of students
* Also considers cultural and linguistic needs of students in building access to information
 | * Develops access to informational and literary sources in print and digital formats that support diverse developmental needs of students
* Has yet to consider cultural and linguistic needs of students in building access to information
 | * Focuses on access to informational and literary sources in print format that support diverse developmental needs of students
* Has yet to consider cultural and linguistic needs of students in building access to information
 |

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| **2.4 Literacy strategies** |
| Exceeds | Meets | Approaches |
| * Models instructional strategies that complement classroom reading instruction and reinforces the creation of meaning from text
* Focuses on close reading of text
 | * Models instructional strategies that complement classroom reading instruction and reinforces the creation of meaning from text
* Has yet to focus on close reading of text
 | * Has yet to provide instructional strategies that complement classroom reading instruction and close reading of text to derive meaning
 |

# STANDARD 3: INFORMATION AND KNOWLEDGE

**Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.**

***List items you are including in your portfolio to meet this standard:***

|  |
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| **3.1 Efficient and ethical information-seeking behavior** |
| Exceeds | Meets | Approaches |
| * Implements activities and instruction to locate, evaluate, and ethically use information for not just students and teachers but other members of the school community
 | * Implements activities and instruction for students and teachers to locate, evaluate, and ethically use information
 | * Implements activities and instruction for students to locate, evaluate, and ethically use information
 |
| **3.2 Access to information** |
| Exceeds | Meets | Approaches |
| * Analyzes and documents physical, social, and intellectual challenges regarding equitable access to resources and services
* Facilitates access to information in multiple formats
 | * Informally discusses physical, social, and intellectual challenges regarding equitable access to resources and services
* Facilitates access to information in multiple formats
 | * Does not mention physical, social, and intellectual challenges regarding equitable access to resources and services
* Facilitates access to information only in print formats
 |
| **3.3 Information technology** |
| Exceeds | Meets | Approaches |
| * Incorporates use of various digital and virtual tools to locate, analyze, evaluate, and use information resources
* Incorporates use of various digital and virtual tools to create and communicate newly found knowledge
 | * Incorporates use of various digital and virtual tools to locate, analyze, evaluate, and use information resources
* Limits use of digital tools to PowerPoint in creating and communicating newly found knowledge
 | * Limits use of digital and virtual tools to the SmartBoard and Destiny to locate, analyze, evaluate, and use information resources
* Has yet to introduce digital tools to create and communicate newly found knowledge
 |

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| **3.4 Research and knowledge creation** |
| Exceeds | Meets | Approaches |
| * Uses evidence-based strategies (e.g., surveys, focus groups, student exemplars) to collect assessment data
* Interprets and uses data to improve practice
 | * Uses evidence-based strategies (e.g., surveys, focus groups, student exemplars) to collect data
* Has yet to interpret and use data to improve practice
 | * Has yet to use evidence-based strategies (e.g., surveys, focus groups, student exemplars) to collect data and use it to improve practice
 |

# STANDARD 4: ADVOCACY AND LEADERSHIP

**Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.**

***List items you are including in your portfolio to meet this standard:***

|  |
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| **4.1 Networking with library community** |
| Exceeds | Meets | Approaches |
| * Participates in a social and intellectual network of professionals (e.g., Linked In, Ning, aaslforum)
* Establishes connections with other libraries and information agencies for resource sharing, networking, and facilitating access to information
 | * Participates in a social and intellectual network of professionals (e.g., Linked In, Ning, aaslforum)
* Has yet to establish connections with other libraries and information agencies for resource sharing, networking, and facilitating access to information
 | * Has yet to participate in a social and intellectual network of professionals (e.g., Linked In, Ning, aaslforum)
* Has yet to establish connections with other libraries and information agencies for resource sharing, networking, and facilitating access to information
 |
| **4.2 Professional development** |
| Exceeds | Meets | Approaches |
| * Participates in professional growth and leadership opportunities through membership in library associations
* Reads professional publications
* Attends professional conferences
* Develops professional development opportunities that promote 21st century teaching and learning
 | * Participates in professional growth and leadership opportunities through membership in library associations
* Reads professional publications
* Attends professional conferences
* Has yet to develop professional development opportunities that promote 21st century teaching and learning
 | * Participates in professional growth and leadership opportunities through membership in library associations
* Reads professional publications
* Has yet to attend professional conferences
* Has yet to develop professional development opportunities that promote 21st century teaching and learning
 |

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| **4.3 Leadership**  |
| Exceeds | Meets | Approaches |
| * Models the librarian’s role in the context of current educational initiatives by participating in school improvement activities
* Demonstrates leadership in LIS student chapters of library organizations
* Publishes or presents at conferences to promote the impact of library programs on student achievement
 | * Models the librarian’s role in the context of current educational initiatives by participating in school improvement activities
* Participates in activities of LIS student chapters of library organizations
* Has yet to publish or present at conferences to promote the impact of library programs on student achievement
 | * Models the librarian’s role in the context of current educational initiatives by participating in school improvement activities
* Has yet to participate in LIS student chapters of library organizations
* Has yet to publish or present at conferences to promote the impact of library programs on student achievement
 |
| **4.4 Advocacy** |
| Exceeds | Meets | Approaches |
| * Articulates a proactive philosophy of librarianship
* Identifies and collaborates with stakeholders within and beyond the school community who impact the library program
* Develops and implements various strategies to advocate for the library’s program and services
 | * Articulates a proactive philosophy of librarianship
* Identifies and collaborates with stakeholders within the school who impact the library program

but not those in the larger community * Develops and implements a strategy to advocate for the library’s program and services
 | * Articulates a proactive philosophy of librarianship
* Has yet to identify and collaborate with stakeholders within and beyond the school community who impact the library program
* Has yet to develop strategies to advocate for the library’s program and services
 |

# STANDARD 5: PROGRAM MANAGEMENT AND ADMINISTRATION

**Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.**

***List items you are including in your portfolio to meet this standard:***

|  |
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| **5.1 Collections** |
| Exceeds | Meets | Approaches |
| * Assists in evaluating and selecting high-quality print and digital resources using professional selection tools
* Assists in organizing and managing the collection and virtual access to information
* Selects informational texts at a range of complexity levels
 | * Assists in evaluating and selecting high-quality print and digital resources using professional selection tools
* Assists in organizing and managing the collection and virtual access to information
* Has yet to select informational texts at a range of complexity levels
 | * Assists in evaluating and selecting high-quality print but not digital resources using professional selection tools
* Assists in organizing and managing the collection and virtual access to information
* Has yet to select informational texts at a range of complexity levels
 |
| **5.2 Professional ethics** |
| Exceeds | Meets | Approaches |
| * Assists with library routines and procedures
* Assists with maintaining library and school policies
* Uses a range of strategies to promote intellectual freedom and copyright with all members of the school community
* Instructs for digital citizenship
 | * Assists with library routines and procedures
* Assists with maintaining library and school policies
* Uses strategies to promote intellectual freedom and copyright with students only
* Has yet to develop lessons for digital citizenship
 | * Assists with library routines and procedures
* Assists with maintaining library and school policies
* Has yet to promote intellectual freedom and copyright with students or teachers
* Has yet to develop lessons for digital citizenship
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| **5.3 Personnel, funding, and facilities**  |
| Exceeds | Meets | Approaches |
| * Assists in creating a safe and welcoming physical and virtual environment that meets diverse needs
* Assesses and helps to improve the use of the facility in terms of signage, traffic flow, and/or functional use of space
* Analyzes practices relating to planning and budgeting
* Evaluates practices dealing with managing paraprofessional and/or volunteer personnel
* Suggests how to conceptualize the facility as a learning commons for enhanced services
 | * Assists in creating a safe and welcoming physical and virtual environment that meets diverse needs
* Assesses but does not implement improvements in the use of the facility in terms of signage, traffic flow, and functional use of space
* Analyzes practices relating to planning and budgeting
* Evaluates practices dealing with managing paraprofessional and/or volunteer personnel
* Has yet to conceptualize the facility as a learning commons for enhanced services
 | * Assists in creating a safe and welcoming physical but not a virtual environment that meets diverse needs
* Has yet to assess the use of the facility in terms of signage, traffic flow, and functional use of space
* Analyzes practices relating to planning and budgeting
* Evaluates practices dealing with managing paid and/or volunteer personnel
* Has yet to conceptualize the facility as a learning commons for enhanced services
 |
| **5.4 Strategic planning and assessment** |
| Exceeds | Meets | Approaches |
| * Analyzes the library’s role in the school’s long-range plan
* Identifies types of data that might be collected to assess the library program and implements one strategy
 | * Analyzes the library’s role in the school’s long-range plan
* Identifies types of data that might be collected to assess the library program but has yet to implement a strategy
 | * Has yet to analyze the library’s role in the school’s long-range plan
* Has yet to build background knowledge relating to data-driven library improvement
 |