**Guidelines for a Graduate Field Experience**

LIBM

PRACTICUM

6390

HANDBOOK

2019

**College of Education**

**Department of Leadership Studies**

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Practicum Coordination LIBM Program Coordinator

Instructors:

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Dr. Erin Shaw

Mrs. Rachel Shankles

LIBM PRACTICUM 6390

Supervised field experience, observation, and practice, in an approved school library or information service agency designed to enable candidates to engage in on-the-job experiences under the supervision of a qualified professional and a college instructor.

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**Guidelines for a Graduate Field Experience**

CANDIDATE FIELD LOGS

(copy as needed)

2019

**Department of Leadership Studies**

**Practicum Field Log**

**120 Clock Hours Required (60 Clock Hours per Elementary/60 Clock Hours per Secondary)**

**Name: Semester:** ☐ Fall

☐Spring

**Date Completed: Total Hours:** ☐Summer

**Date: Hours: Type of Activity:**  ☐Teaching for Learning

☐Literacy & Reading

**Grade Level:** ☐Elementary **Setting:** ☐School ☐Information & Knowledge

☐Secondary ☐Advocacy & Leadership

☐Program Management & Administration

**Field Supervisor(s) Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Description:**

**Date: Hours: Type of Activity:**  ☐Teaching for Learning

☐Literacy & Reading

**Grade Level:** ☐Elementary **Setting:** ☐School ☐Information & Knowledge

☐Secondary ☐Advocacy & Leadership

☐Program Management & Administration

**Field Supervisor(s) Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Description:**

**Date: Hours: Type of Activity:**  ☐Teaching for Learning

☐Literacy & Reading

**Grade Level:** ☐Elementary **Setting:** ☐School ☐Information & Knowledge

☐Secondary ☐Advocacy & Leadership

☐Program Management & Administration

**Field Supervisor(s) Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Description:**

**Date: Hours: Type of Activity**  ☐Teaching for Learning

☐Literacy & Reading

**Grade Level:** ☐Elementary **Setting:** ☐School ☐Information & Knowledge

☐Secondary ☐Advocacy & Leadership

☐Program Management & Administration

**Field Supervisor(s) Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Description:**

**Date: Hours: Type of Activity:**  ☐Teaching for Learning

☐Literacy & Reading

**Grade Level:** ☐Elementary **Setting:** ☐School ☐Information & Knowledge

☐Secondary ☐Advocacy & Leadership

☐Program Management & Administration

**Field Supervisor(s) Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Description:**

**Date: Hours: Type of Activity:**  ☐Teaching for Learning

☐Literacy & Reading

**Grade Level:** ☐Elementary **Setting:** ☐School ☐Information & Knowledge

☐Secondary ☐Advocacy & Leadership

☐Program Management & Administration

**Field Supervisor(s) Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Description:**

**Date: Hours: Type of Activity:**  ☐Teaching for Learning

☐Literacy & Reading

**Grade Level:** ☐Elementary **Setting:** ☐School ☐Information & Knowledge

☐Secondary ☐Advocacy & Leadership

☐Program Management & Administration

**Field Supervisor(s) Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Description:**

**Date: Hours: Type of Activity:**  ☐Teaching for Learning

☐Literacy & Reading

**Grade Level:** ☐Elementary **Setting:** ☐School ☐Information & Knowledge

☐Secondary ☐Advocacy & Leadership

☐Program Management & Administration

**Field Supervisor(s) Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Description:**

**Guidelines for a Graduate Field Experience**

**Learning Community Project**

2019

**Learning Community Project**

**ALA/AASL 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.

ALA/AASL 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.

**AASL's *Empowering Learners***: The "school library program promotes collaboration among members of the learning community and encourages learners to be independent, lifelong users and producers of ideas and information (AASL, p. 20)."

Candidates participating in the LIBM 6390 Practicum are required to gather specific data and describe the learning communities and networking opportunities of the school libraries or other information agencies Practicum is being conducted. In preparing for the report, time should be spent interviewing field supervisors regarding their professional growth opportunities, networking opportunities, about the community. Candidates should seek explanations of facilitation of access for students, which positively impacts student achievement. Additionally, candidates should seek information on how Common Core State Standards or Frameworks which are expected to be implemented.

Candidates are also expected to examine information from policy manuals, Websites, professional organizations, etc. in gathering data for this project. Suggested sources of information include, but are not limited to:

* Most recent copy of ACSIP (student improvement) planning documents, which may provide special funding opportunities for school library programs impacting student achievement in a positive way.
* Student Handbook, Faculty Handbook, District Handbook, Educational Service Cooperative Handbook.
* School Library or District Library Media Policy/Procedure Manuals, including Selection and Reconsideration policies, Collection Development policy, Technology policy/procedures, Weeding policies, and procedures for operation.
* Websites: School library, school campus, district, education service cooperative, Arkansas Department of Education, local public library, Arkansas State Library, other information agencies, etc.
* Local, state, or national professional organizations.
* School Data:
  + Number of students
  + Grade levels
  + Free/Reduced Lunch
  + ESL population(s)
  + Diversity populations
  + Rural/Suburban/Urban
  + Parental involvement
* Community Data:
  + Population (Age, Diversity, Socio-Economic, Education)
  + Businesses
  + Transportation
  + Education Institutions
  + Housing
  + Medical
  + Religion
  + Information Agencies
* Other Observations

Besides completing the form provided, candidates are expected to formally analyze the learning communities of the Practicum site and lastly reflect on personal observations. Be sure to include examples of collaboration, support, integration, networking, parental and/or community involvement, or other specific incidents of import. Candidates are expected to follow APA 6th edition guidelines in citations, references, and organization (headings & subheadings), including a title page.

**Learning Community Data**

Name: Date:

**Field Supervisor:**

**Email:**

**Phone:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Hours: Grade Level:** ☐ Elementary **Setti**  □ Secondary | | **ng:** ☐ School   * Public Library * Other Info Agency | **Semester:** ☐ Fall   * Spring * Summer |
| **Size of District:** |  | **Community Population:** |  |
| **Number of Students:** | ☐ 200-­399  ☐ 400-­699  ☐ 700-­999 | **ESL Population:**  Languages Spoken | ☐ 0-­30%  ☐ 30-­50%  ☐ 50-­70% |
|  | ☐ 1000+ |  | ☐ 70-­100% |
| **Grade Levels (check all that apply):**  ☐ PK ☐Kindergarten  **☐** First **☐** Second  **☐** Third **☐** Fourth  **☐** Fifth **☐** Sixth  **☐** Seventh **☐** Eighth  **☐** Ninth **☐** Tenth  **☐** Eleventh **☐** Twelfth  **Free/Reduced Lunch:** ☐ 0-­30%  ☐ 30-­50%  ☐ 50-­70%  ☐ 70-­100%  **ESL Population:** ☐ 0-­30%  Languages Spoken ☐ 30-­50%  ☐ 50-­70%  ☐ 70-­100%  **Diversity Populations:** ☐African American  ☐Asian American  ☐Caucasian  ☐Hispanic/Latino  ☐Middle Eastern  ☐ Bi-­Racial  ☐Tri-­Racial  ☐ Other  **Geographic Local:** ☐Rural  ☐Suburban  ☐Urban | | **Diversity Populations:** ☐African American  ☐Asian American  ☐Caucasian  ☐Hispanic/Latino  ☐Middle Eastern  ☐ Bi-­Racial  ☐Tri-­Racial  ☐ Other  **Socio-­Economic Levels:**  % Below Poverty Level  % At Poverty Level  % Above Poverty Level  **Education:**  **%** HS Graduates  **%** College Graduates  **Age**: % <18  % 19-­40  % 40+  **Businesses:**  **Public Transportation:** ☐Yes ☐ No  **Type**  **Housing:**  **Medical Care:**    **Education Institutions:**  **Information Agencies:**  **Places of Worship:** | |

**Field Supervisor's Professional Organizations:**

**Field Supervisor's Leadership Roles:**

**Field Supervisor's Common Core State Standards Professional Development Opportunities:**

**Field Supervisor's Community Contacts:**

**Field Supervisor's Networking Contacts:**

**Field Supervisor's Resource Sharing Ideas:**

**Comments on Physical Access of Resources for Students and Teachers:**

**Comments on Intellectual Access of Resources for Students and Teachers:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Community Project Rubric** | | | | |
| **Component** | **LEVEL OF PERFORMANCE** | | | |
| **UNSATISFACTORY (1)** | **BASIC (2)** | **PROFICIENT (3)** | **DISTINGUISHED (4)** |
| **Documentation of Field Supervisor's Information and Resources** | ☐Documentation is scant  with no evidence of Field  Supervisor's information | ☐Very little documentation  is provided with little evidence of Filed | ☐Some documentation is  provided with some evidence  of Field Supervisor's | ☐Concise documentation is  provided with organized documentation of Field |
|  | and resources. | Supervisor's information and | information and resources. | Supervisor's information and |
|  |  | resources. |  | resources. |
| **Documentation of School** | ☐Documentation is scant | ☐Very little documentation | ☐Some documentation is | ☐Concise documentation is |
| Describes the existing school community in enough detail to provide a | with no evidence of school entities and resources. | is provided with little evidence of school entities and resources. | provided with some evidence of school entities and resources. | provided with organized documentation of school entities and resources. |
| well-­rounded picture of |  |  |  |  |
| resources. |  |  |  |  |
| **Documentation of Community** | ☐Documentation is scant  with no evidence of | ☐Very little documentation  is provided with little | ☐Some documentation is  provided with some evidence | ☐Concise documentation is  provided with organized |
| Describes the existing outer community in enough | community entities and resources. | evidence of community entities and resources. | of school entities and resources. | documentation of community entities and resources. |
| detail to provide a well-­ |  |  |  |  |
| rounded picture of |  |  |  |  |
| resources. |  |  |  |  |
| **Analysis of Data** | ☐Analysis demonstrates | ☐Analysis demonstrates | □ Analysis demonstrates | □ Analysis demonstrates |
| Describes how the learning community has collaborated with the school library. | little evidence supporting the definition of the learning community. The analysis is lacking in depth and content. | some evidence supporting the definition of the learning community. The analysis is lacking in depth and content. | significant evidence supporting the definition of the learning community. The analysis is lacking in depth and content. | evidence supporting the definition of the learning community. The analysis is complete with depth and content. |
| **Reflection** | ☐Reflection lacks | ☐Reflection summarized | ☐Reflection summarized | ☐Reflection summarized |
| Describes the overall learning community existing & future potential to impact the school library. | necessary components for the summary and demonstrates too much brevity and lack of depth. | overall information regarding the learning community, but demonstrates too much brevity and lack of depth. | overall information regarding the learning community while demonstrating the ability to interrupt evidence and apply actions to future events, but | overall information regarding the learning community while demonstrating the ability to interrupt evidence and apply actions to future events. |
|  |  |  | demonstrates too much |  |
|  |  |  | brevity. |  |
| **Organization** | ☐The sequence of ideas  is very difficult to follow. Transitions are weak and the meaning is often unclear. The paper is not formatted as designated in the assignment sheet. | ☐There are some  incomplete thoughts or ideas that are unclear. The paper is not formatted as designated in the assignment sheet. | ☐Thoughts and ideas are  presented in a logical, interesting sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet. | ☐Thoughts and ideas are  presented in a superbly logical, interesting sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet. |
| **APA Style** | ☐Error in APA style (e.g.,  formatting, reference and citation, etc.) detract substantially from the paper. Word choice is informal in tone. | ☐Error in APA style (e.g.,  formatting, reference and citation, etc.) are noticeable. Word choice is informal in tone. | ☐Rare errors in APA style  (e.g., formatting, reference and citation, etc.) that do not detract from the paper.  Language mostly appropriate for scholarly writing. | ☐Strictly follows APA 6th  edition as the writing style guide. Language appropriate for scholarly writing. |
| **Grammar & Syntax** | ☐Five or more syntax  and/or grammar errors were present within the paper. | ☐Three to four syntax  and/or grammar errors were present within the paper. | ☐There were no more than  two syntax and/or grammar errors present within the paper. | ☐There were no grammar  or syntax errors in the paper. |

**Guidelines for a Graduate Field Experience**

ADVOCACY PROJECT

2019

**Advocacy Project**

**ALA/AASL 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.

ALA/AASL 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.

**AASL's *Empowering Learners***: The "school library program is guided by an advocacy plan that builds support form decision makers who affect the quality of the school library program (AASL, p. 41).thus the school librarian must use a variety of communication tools to make library services visible to administrators, teachers, students, and parents. Developing connections with families and community stakeholders is vital to integrating the school library program into the school curriculum. The school librarian meets with teachers and parents to encourage their involvement in the program and to ensure that their needs are being addressed (AASL, pgs. 47-48)."

Candidates will plan and prepare an advocacy project, which highlights parental involvement within one of the schools, or information agencies hours are being completed for the Practicum. Collaboration with the field supervisor and acknowledgement of the project focus by the Practicum Coordinator is required. Arkansas state law suggests that parental involvement plans be developed which help facilitate better communication between school and parents/guardians. One of the goals of the law is to integrate parents into student learning. Another goal is to develop strategies to involve parents as volunteers in schools. Collaboration between schools and the community is part of the law. Parenting skills materials and other resources are to be provided and, in many schools, these resources are housed in or near the school library.

Candidates are to develop a plan to advocate the school library or information agency's programs, resources, and/or services. The plan should involve the production of a flyer, handout, invitation, brochure or other document to be distributed to parents. Further, a written analysis is to be provided regarding the advocacy plan developed for the parents of students in one of the school libraries or information agencies at which Practicum is being conducted.

Points to cover would include but not limited to:

* Advocacy plan needs statement
* Advocacy plan development description
* Advocacy plan implementation

Candidates are expected to formally analyze and develop the advocacy needs and communication resources of the Practicum site and reflect on personal observations. Be sure to include examples of collaboration, support, integration, networking, parental and/or community involvement, or other specific incidents of import. Candidates are

expected to follow APA 6th edition guidelines in citations, references, and organization (headings & subheadings), including a title page.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Advocacy Project Rubric** | | | | |
| **Component** | **LEVEL OF PERFORMANCE** | | | |
| **UNSATISFACTORY (1)** | **BASIC (2)** | **PROFICIENT (3)** | **DISTINGUISHED (4)** |
| **Introduction** | ☐No evidence of | ☐Very little evidence of | ☐Some evidence of | ☐Concise, organized |
| Describes/introduces the learning community involved & is discussed in | introductory of the learning community and parental involvement. | introductory of the learning community and parental involvement. | introductory of the learning community and parental involvement. | evidence of introductory of the learning community and parental involvement. |
| the reflective narrative with |  |  |  |  |
| an emphasis on the project |  |  |  |  |
| developed of parental |  |  |  |  |
| involvement. |  |  |  |  |
| **Description of Learning Community** | ☐Documentation is scant  with no evidence of | ☐Very little documentation  is provided with little | ☐Some documentation is  provided with some evidence | ☐Concise documentation is  provided with organized |
| Describes the uniqueness of parents, families, and local communities served by the school & details the | advocacy needs and of cultural diversity and uniqueness of parents, families, and community. | evidence of advocacy needs and of cultural diversity and uniqueness of parents, families, and community. | of advocacy needs and of cultural diversity and uniqueness of parents, families, and community. | evidence of advocacy needs and of cultural diversity and uniqueness of parents, families, and community. |
| advocacy needs for |  |  |  |  |
| successful collaboration |  |  |  |  |
| between the school library |  |  |  |  |
| and learning community. |  |  |  |  |
| **Documentation of Need for Project** | ☐Documentation is scant  with no evidence of need of | ☐Very little documentation  is provided with little | ☐Some documentation is  provided with some evidence | ☐Concise documentation is  provided with organized |
| Describe how candidate | project. | evidence of need of project. | of need of project. | evidence of need of project. |
| found his/her focus for |  |  |  |  |
| implementation of parental |  |  |  |  |
| advocacy project. |  |  |  |  |
| **Documentation of Goals** | ☐Documentation is scant | ☐Very little documentation | ☐Some documentation is | ☐Concise documentation is |
| Describes how candidate defines a reasonable timeframe for | with no evidence of development of planning or timeframe. | is provided with little development of planning or timeframe. | provided with some development of planning or timeframe. | provided with organized development of planning or timeframe. |
| implementation. |  |  |  |  |
| **Documentation of Resources** | ☐Documentation is scant  with no development of | ☐Very little documentation  is provided with little | ☐Some documentation is  provided with some | ☐Concise documentation is  provided with organized |
| Describes resources | resources. | development of resources. | development of resources. | development of resources. |
| (people, resources, data) |  |  |  |  |
| needed to prepare & |  |  |  |  |
| implement. |  |  |  |  |
| **Implementation Procedures** | ☐Little evidence is  provided and is lacking in | ☐Very little evidence is  provided and is lacking in | ☐Some evidence is  provided and is lacking in | ☐Concise evidence is  provided. |
| Describes how candidate | depth and content. | depth and content. | depth. |  |
| will implement advocacy |  |  |  |  |
| project or future |  |  |  |  |
| implementation for |  |  |  |  |
| advocacy project. |  |  |  |  |
| **Analysis of Results** | ☐Analysis demonstrates | □ Analysis demonstrates | ☐Analysis demonstrates | ☐Analysis demonstrates |
| Describes how final project will be or has been integrated into the learning community along with any PR activities. | little evidence supporting integration of parental involvement (no examples are provided). The analysis is lacking in depth and content. | some evidence supporting integration of parental involvement (one example is provided). The analysis is lacking in depth and content. | significant evidence supporting integration of parental involvement (two examples are provided). The analysis is lacking in depth and content. | concise evidence supporting integration of parental involvement (three or more examples are provided). The analysis is complete with depth and content. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reflection** | ☐Reflection lacks | ☐Reflection summarized | ☐Reflection summarized | ☐Reflection summarized |
| Describes how the project was a result of application of skills/knowledge gained in LIBM coursework and/or professional development activities. | necessary components for the summary and demonstrates too much brevity and lack of depth. Little evidence of previous LIBM coursework, which prepared candidate to | overall information regarding advocacy efforts, but demonstrates too much brevity and lack of depth.  Some evidence of previous LIBM coursework, which prepared candidate to | overall information regarding the advocacy efforts while demonstrating the ability to interrupt evidence and apply actions to future events, but demonstrates too much brevity. Concise evidence of | overall information regarding the advocacy efforts while demonstrating the ability to interrupt evidence and apply actions to future events.  Concise and organized evidence of previous LIBM |
|  | complete project. | complete project. | previous LIBM coursework, | coursework, which prepared |
|  |  |  | which prepared candidate to | candidate to complete project. |
|  |  |  | complete project. |  |
| **Organization** | ☐The sequence of ideas  is very difficult to follow. Transitions are weak and the meaning is often unclear. The paper is not formatted as designated in the assignment sheet. | □ There are some  incomplete thoughts or ideas that are unclear. The paper is not formatted as designated in the assignment sheet. | ☐Thoughts and ideas are  presented in a logical, interesting sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet. | ☐Thoughts and ideas are  presented in a superbly logical, interesting sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet. |
| **APA Style** | ☐Error in APA style (e.g.,  formatting, reference and citation, etc.) detract substantially from the paper. Word choice is informal in tone. | □ Error in APA style (e.g.,  formatting, reference and citation, etc.) are noticeable. Word choice is informal in tone. | □ Rare errors in APA style  (e.g., formatting, reference and citation, etc.) that do not detract from the paper.  Language mostly appropriate for scholarly writing. | □ Strictly follows APA 6th  edition as the writing style guide. Language appropriate for scholarly writing. |
| **Grammar & Syntax** | ☐Five or more syntax  and/or grammar errors were present within the paper. | ☐Three to four syntax  and/or grammar errors were present within the paper. | ☐There were no more than  two syntax and/or grammar errors present within the paper. | ☐There were no grammar  or syntax errors in the paper. |

**Guidelines for a Graduate Field Experience**

LEADERSHIP & PROFESSIONALISM PROJECT

2019

**Leadership & Professionalism Project**

ALA/AASL 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.

ALA/AASL 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.

**AASL's *Empowering Learners***: The "school library program is provides instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy (AASL, p. 23)."

Candidates will plan and implement an integration of Common Core State Standards or Frameworks within both the elementary and secondary placements of Practicum. Collaboration with the field supervisor and acknowledgement of the project focus by the Practicum Coordinator is required. The Arkansas Department of Education joined 43 other states in an organized effort to increase student achievement with the ultimate goal of sending well-prepared students to institutions of higher learning or to the 21st century workforce.

Candidates are to develop a plan demonstrating how the school librarian can provide leadership in the implementation of CCSS or Frameworks based on research and professional development. The plan should result in the production of a flyer, handout, invitation, brochure or other document to be distributed to teachers. Other learning tools such as Web-based products or videos can also be created; candidates are not expected to lead professional development activities as part of this project. Yet, candidates should understand that as a school librarian, they would be expected to lead professional development at some point in time. Candidates should use their skills learned in the curriculum, collection development, administration, teaching and learning, and other courses.

Examples of projects include:

* Hndaout detailing informational texts available in the school library with brief explanations of content integration.
* Handout regarding incorporation of technology in the school library to implement CCSS such as the uf the OPAC to identify resources.
* Handout identifying Web 2.0 or app tools to implement CCSS.

A written essay is to be provided regarding the CCSS /framework project plan developed at which Practicum is being conducted. Candidates are expected to follow APA 6th edition guidelines in citations, references, and organization (headings & subheadings), including a title page.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Leadership & Professionalism Project Rubric** | | | | |
| **Component** | **LEVEL OF PERFORMANCE** | | | |
| **UNSATISFACTORY (1)** | **BASIC (2)** | **PROFICIENT (3)** | **DISTINGUISHED (4)** |
| **Introduction**  Describes/introduces the learning community involved & is discussed in the reflective narrative with an emphasis on the project developed implementing CCSS. | ☐No evidence of  introductory of the learning community and CCSS implementation. | ☐Very little evidence of  introductory of the learning community and CCSS implementation. | ☐Some evidence of  introductory of the learning community and CCSS implementation. | ☐Concise, organized  evidence of introductory of the learning community and CCSS implementation. |
| **Description of Teaching and Administrative Staffs**  Describes uniqueness of teaching & admin staffs and the collaborative, admin, or tech services provides by the school librarian for the support of CCSS. | ☐Documentation is scant  with no evidence of uniqueness of school staff and knowledgebase of CCSS. No details are provided about the school's staff understanding of the school library's support role of implementing CCSS. | ☐Very little documentation  is provided with little evidence of uniqueness of school staff and knowledgebase of CCSS. One detail is provided about the school's staff understanding of the school library's support role of implementing CCSS. | ☐Some documentation is  provided with some evidence of uniqueness of school staff and knowledgebase of CCSS. Two details are provided about the school's staff understanding of the school library's support role of implementing CCSS. | ☐Concise documentation is  provided with organized evidence of uniqueness of school staff and knowledgebase of CCSS. Three details are provided about the school's staff understanding of the school library's support role of implementing CCSS. |
| **Documentation of Need for Project**  Describes how candidate found his/her focus for implementation of CCSS. | ☐Documentation is scant  with no evidence of need of project. | ☐Very little documentation  is provided with little evidence of need of project. | ☐Some documentation is  provided with some evidence of need of project. | ☐Concise documentation is  provided with organized evidence of need of project. |
| **Documentation of Goals**  Describes how candidate defines a reasonable time frame for implementation of CCSS. | ☐Documentation is scant  with no evidence of development of planning or time frame of implementation. | ☐Very little documentation  is provided with little development of planning or time frame of implementation. | ☐Some documentation is  provided with some development of planning or time frame of implementation. | ☐Concise documentation is  provided with organized development of planning or time frame of implementation. |
| **Documentation of Resources**  Describes resources (people, resources, data) needed to prepare & implement for CCSS. | ☐Documentation is scant  with no development of resources. | ☐Very little documentation  is provided with little development of resources. | ☐Some documentation is  provided with some development of resources. | ☐Concise documentation is  provided with organized development of resources. |
| **Implementation Procedures**  Describes how candidate will implement CCSS or future implementation for CCSS. | ☐Little evidence is  provided and is lacking in depth and content. | ☐Very little evidence is  provided and is lacking in depth and content. | ☐Some evidence is  provided and is lacking in depth. | ☐Concise evidence is  provided. |
| **Analysis of Results**  Describes how final project will be or has been integrated into the learning community along with any PR activities. | ☐Analysis demonstrates  little evidence supporting integration of the professional project utilizing CCSS (no examples are provided). The analysis is lacking in depth and content. | □ Analysis demonstrates  some evidence supporting integration of the professional project utilizing CCSS (one example is provided). The analysis is lacking in depth and content. | □ Analysis demonstrates  significant evidence supporting integration of the professional project utilizing CCSS (two examples are provided). The analysis is lacking in depth and content. | □ Analysis demonstrates  concise evidence supporting integration of the professional project utilizing CCSS (three or more examples are provided). The analysis is complete with depth and content. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reflection** | ☐Reflection lacks | ☐Reflection summarized | ☐Reflection summarized | ☐Reflection summarized |
| Describes how the project was a result of application of skills/knowledge gained in LIBM coursework and/or attendance of professional development activities. | necessary components for the summary and demonstrates too much brevity and lack of depth. Little evidence of previous LIBM coursework, which prepared candidate to | overall information regarding advocacy efforts, but demonstrates too much brevity and lack of depth.  Some evidence of previous LIBM coursework, which prepared candidate to | overall information regarding the advocacy efforts while demonstrating the ability to interrupt evidence and apply actions to future events, but demonstrates too much brevity. Concise evidence of | overall information regarding the advocacy efforts while demonstrating the ability to interrupt evidence and apply actions to future events.  Concise and organized evidence of previous LIBM |
|  | complete project. | complete project. | previous LIBM coursework, | coursework, which prepared |
|  |  |  | which prepared candidate to | candidate to complete project. |
|  |  |  | complete project. |  |
| **Organization** | ☐The sequence of ideas  is very difficult to follow. Transitions are weak and the meaning is often unclear. The paper is not formatted as designated in the assignment sheet. | □ There are some  incomplete thoughts or ideas that are unclear. The paper is not formatted as designated in the assignment sheet. | ☐Thoughts and ideas are  presented in a logical, interesting sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet. | ☐Thoughts and ideas are  presented in a superbly logical, interesting sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet. |
| **APA Style** | ☐Error in APA style (e.g.,  formatting, reference and citation, etc.) detract substantially from the paper. Word choice is informal in tone. | □ Error in APA style (e.g.,  formatting, reference and citation, etc.) are noticeable. Word choice is informal in tone. | ☐Rare errors in APA style  (e.g., formatting, reference and citation, etc.) that do not detract from the paper.  Language mostly appropriate for scholarly writing. | ☐Strictly follows APA 6th  edition as the writing style guide. Language appropriate for scholarly writing. |
| **Grammar & Syntax** | ☐Five or more syntax  and/or grammar errors were present within the paper. | ☐Three to four syntax  and/or grammar errors were present within the paper. | ☐There were no more than  two syntax and/or grammar errors present within the paper. | ☐There were no grammar  or syntax errors in the paper. |

**Guidelines for a Graduate Field Experience**

PROGRAM MANAGEMENT &

ADMINISTRATION PROJECT

2019

**Program Management & Administration Grant Project**

ALA/AASL 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.

ALA/AASL 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.

**AASL's *Empowering Learners***: The "school library program has sufficient funding to support priorities and make

steady progress to attain the program's mission, goals, and objectives (AASL, p. 35)."

Candidates will evaluate the resources of the collection and align those resources to the school's mission, including equitable access for all users. Collaboration with the field supervisor and acknowledgement of the project focus by the Practicum Coordinator is required. The outcome of the plan being a written grant proposal for additional resources to meet the needs presented in the evaluation including the issue of access and diverse learner needs. Candidates should understand that as school librarian, he or she would be writing grants to implement programs for which the budget does not extend. Candidates will be able to apply their skills learned in the Research Methods, Collection Development, and Administration courses to this project.

Candidates are to develop a plan demonstrating how the school librarian can provide leadership in the collaborating with others in the learning community and incorporating the school's mission through equitable access of resources. The plan should result in the writing of a grant, which can be submitted to the funding agency for review. Although the grant does not have to be submitted during the semester of Practicum, it should be left on file with the school librarian or information agency director.

Examples of projects include:

* + Dollar General Literacy Grant
  + School District Foundation Grant
  + Arkansas Humanities Council Grant

A written essay is to be provided regarding the program planning and administration of the grant developed to provide equitable access to resources to meet diverse need of students at one of the Practicum sites. The project can extend beyond the one site, but must be noted within the narrative. Points to include are: the needs statement description, development description, budgeting, and implementation. Candidates are expected to follow APA 6th edition guidelines in citations, references, and organization (headings & subheadings), including a title page.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Management & Administration Grant Project Rubric** | | | | |
| **Component** | **LEVEL OF PERFORMANCE** | | | |
| **UNSATISFACTORY (1)** | **BASIC (2)** | **PROFICIENT (3)** | **DISTINGUISHED (4)** |
| **Introduction**  Describes/introduces the learning community involved & is discussed in the reflective narrative with an emphasis on the project developed. | ☐No evidence of  introductory of the learning community and project developed. | ☐Very little evidence of  introductory of the learning community and project developed. | ☐Some evidence of  introductory of the learning community and the project developed. | ☐Concise, organized  evidence of introductory of the learning community and project developed. |
| **Description of Students**  Describes uniqueness of students, including cultural diversity or exceptional populations, & educational programs designed to serve the students and the school library programs highlighting grants or other funds to support students learning. | ☐Documentation is scant  with no evidence of uniqueness of students and their diverse learning abilities. No details are provided about current or upcoming grants funded to support these students. | ☐Very little documentation  is provided with little evidence of uniqueness of students and their diverse learning abilities. One detail is provided about current or upcoming grants funded to support these students. | ☐Some documentation is  provided with some evidence of uniqueness of students and their diverse learning abilities. Two details are provided about current or upcoming grants funded to support these students. | ☐Concise documentation is  provided with organized evidence of uniqueness of students and their diverse learning abilities. Three details are provided about current or upcoming grants funded to support these students. |
| **Documentation of Need for Project**  Describes how candidate found his/her focus for writing a grant to meet specific learner needs. | ☐Documentation is scant  with no evidence of need of project. | ☐Very little documentation  is provided with little evidence of need of project. | ☐Some documentation is  provided with some evidence of need of project. | ☐Concise documentation is  provided with organized evidence of need of project. |
| **Documentation of Goals**  Describes how candidate defines a reasonable time frame for implementation of a grant to meet specific learner needs. | ☐Documentation is scant  with no evidence of development of planning or time frame of implementation. | ☐Very little documentation  is provided with little development of planning or time frame of implementation. | ☐Some documentation is  provided with some development of planning or time frame of implementation. | ☐Concise documentation is  provided with organized development of planning or time frame of implementation. |
| **Documentation of Resources**  Describes resources (people, resources, data) needed to prepare & implement a grant to meet specific learner needs. | ☐Documentation is scant  with no development of resources. | ☐Very little documentation  is provided with little development of resources. | ☐Some documentation is  provided with some development of resources. | ☐Concise documentation is  provided with organized development of resources. |
| **Implementation Procedures**  Describes how candidate will implement now or in the future a grant to meet specific learner needs. | ☐Little evidence is  provided and is lacking in depth and content. | ☐Very little evidence is  provided and is lacking in depth and content. | ☐Some evidence is  provided and is lacking in depth. | ☐Concise evidence is  provided. |
| **Analysis of Results**  Describes how final project will be or has been integrated into the learning community along with any PR activities. | ☐Analysis demonstrates  little evidence supporting integration of the grant supporting students learning needs (no examples of PR work are provided). The analysis is lacking in depth and content. | ☐Analysis demonstrates  some evidence supporting integration of the grant supporting students learning needs (one example of PR work is provided). The analysis is lacking in depth and content. | ☐Analysis demonstrates  significant evidence supporting integration of the grant supporting students learning needs (two examples of PR work are provided). The analysis is lacking in depth and content. | □ Analysis demonstrates  concise evidence supporting integration of the grant supporting students learning needs (three examples of PR work are provided). The analysis is lacking in depth and content. |

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| --- | --- | --- | --- | --- |
| **Reflection** | ☐Reflection lacks | ☐Reflection summarized | ☐Reflection summarized | ☐Reflection summarized |
| Describes how the project was a result of application of skills/knowledge gained in LIBM coursework and/or attendance of professional development activities. | necessary components for the summary and demonstrates too much brevity and lack of depth. Little evidence of previous LIBM coursework, which prepared candidate to | overall information regarding advocacy efforts, but demonstrates too much brevity and lack of depth.  Some evidence of previous LIBM coursework, which prepared candidate to | overall information regarding the advocacy efforts while demonstrating the ability to interrupt evidence and apply actions to future events, but demonstrates too much brevity. Concise evidence of | overall information regarding the advocacy efforts while demonstrating the ability to interrupt evidence and apply actions to future events.  Concise and organized evidence of previous LIBM |
|  | complete project. | complete project. | previous LIBM coursework, | coursework, which prepared |
|  |  |  | which prepared candidate to | candidate to complete project. |
|  |  |  | complete project. |  |
| **Organization** | ☐The sequence of ideas  is very difficult to follow. Transitions are weak and the meaning is often unclear. The paper is not formatted as designated in the assignment sheet. | ☐There are some  incomplete thoughts or ideas that are unclear. The paper is not formatted as designated in the assignment sheet. | ☐Thoughts and ideas are  presented in a logical, interesting sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet. | ☐Thoughts and ideas are  presented in a superbly logical, interesting sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet. |
| **APA Style** | ☐Error in APA style (e.g.,  formatting, reference and citation, etc.) detract substantially from the paper. Word choice is informal in tone. | □ Error in APA style (e.g.,  formatting, reference and citation, etc.) are noticeable. Word choice is informal in tone. | □ Rare errors in APA style  (e.g., formatting, reference and citation, etc.) that do not detract from the paper.  Language mostly appropriate for scholarly writing. | □ Strictly follows APA 6th  edition as the writing style guide. Language appropriate for scholarly writing. |
| **Grammar & Syntax** | ☐Five or more syntax  and/or grammar errors were present within the paper. | ☐Three to four syntax  and/or grammar errors were present within the paper. | ☐There were no more than  two syntax and/or grammar errors present within the paper. | ☐There were no grammar  or syntax errors in the paper. |

**Guidelines for a Graduate Field Experience**

DAILY TASKS

2019

##### Daily Tasks Activities

ALA/AASL 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.

ALA/AASL 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.

**AASL's *Empowering Learners***: "The mission of the school library program is to ensure that students and staff are effective users of ideas and information. The school librarian empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information by:

* + Collaborating with educators and students to design and teach engaging learning experiences that meet individual needs
  + Instructing students and assisting educators in using, evaluating, and producing information and ideas through active use of a broad range of appropriate tools, resources, and information technologies
  + Providing access to materials in all formats, including up-to-date, high-quality, varied literature to develop and strengthen a love of reading
  + Providing students and staff with instruction and resources that reflect current information needs and anticipate changes in technology and education
  + Providing leadership in the total education program and advocating for strong school library programs as essential to meeting local, stat, and national education goals (AASL, p. 41)."

Candidates will participate in the completion of activities under the direction of the Field Supervisor that occur in the school library on nearly a daily basis. Five items from the list below are to be completed at each Practicum site by the candidate. These activities will be recorded on the Practicum Field Log.

Daily Tasks Activities Checklist

Given a list of common tasks facing school librarians on a daily or regular basis, candidates must complete five items.

* Catalog Books (Minimum of 5)
* Display Creation
* Create or Update Copyright Postings
* Analyze an Emphasis Area of the Collection
* Design and Implement a Mini-­Lesson (Must be Recorded)
* Review a Curriculum Map and Match Common Core Standards
* Inventory an Emphasis Area of the Collection
* Analyze an Emphasis Area for Weeding Recommendations
* Create a *Banned Books Week* Week of Activities
* Create a Dr. Seuss Celebration Week of Activities
* Create a Digital Citizen Infographic Poster for the School Library
* Create a Flowchart of How to Operate the Online Public Access Catalog (OPAC)
* Reshelve Books (Minimum of 3 Carts)
* Repair Books (Minimum of 5 Books)
* Create a Book Award Infographic Poster (Minimum of 5 Awards) for the School Library
* Create a Professional Development Presentation on Fair Use
* Create a Plagiarism Infographic Poster for the School Library
* Create a Google Drive Infographic Poster for the School Library
* Use a Laminator/Replace the Laminate Rolls
* Research & Convert Lexile Scores (Minimum of 5 Books)
* Create Accelerated Reader Tests (Minimum of 3 Tests)
* Create a Series of Bookmarks based on Curricular Topics
* Create a Social Bookmarking Site for Book Awards (Minimum of 5 Awards)
* Create a Series of Bookmarks based on Collection Resources for Different Student Populations
* Create an Arkansas Traveler Inforgraphic for the School Library
* Create a Google or Bing Search Infographic for the School Library
* Create a Bloom's Taxonomy of Apps for Teacher Use lnfographic for

the School Library

* Create an OPAC Infographic for the School Library
* Create a Blooom's Taxonomy of Web 2.0 Tools for Teacher Use

Infographic for the School Library

* Create a Bloom's Taxonomy of Apps for Student Use lnfographic for

the School Library

* Create a Bloom's Taxonomy of Web 2.0 Tools for Student Use

Infographic for the School Library

\*\*ADD TECHNOLOGY TASKS AS NEEDED

LIBM 6390 Practicum

**Guidelines for a Graduate Field Experience**

FIELD SUPERVISOR

CHECKLIST

2019

**Knowledge, Skills, & Dispositions Checklist Evaluation**

Name: Practicum Completion Date: \_

**Field Supervisor:**

**Email:**

**Phone:**

**Hours:**

**Grade Level:** ☐ Elementary **Setting:** ☐ School **Semester:** ☐ Fall

□ Secondary ☐ Public Library ☐ Spring

□ Other Info Agency ☐ Summer

Note to Field Supervisor and Student: AASL Standard Four (Advocacy and Leadership) and Standard Five (Program Management and Administration) are the emphasis of Practicum. This checklist is modeled after the Danielson Model of Library/Media Specialists Evaluation and matched to AASL Standard Four and Five and is modified to fit the purposes of the Practicum. Student projects are to be the result of collaboration with the field supervisor and are based on specific elements within the standards. Completed projects and daily task activities are to be the point of reference in the scoring of the checklist as well as the field log.

General Observations

**Learning Community Project**

An analysis of the learning community serviced by the school library including other information agencies, the school, and local community will be conducted and recorded.

Comments:

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| --- | --- | --- | --- | --- | --- |
| **Domain 1 for Library/Media Specialists: Planning & Preparation** (*continued*) | | | | | |
| **Component** | **AASL**  **Standard** | **LEVEL OF PERFORMANCE** | | | |
| **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **DISTINGUISHED** |
| **1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan** | **Standard 4: Advocacy & Leadership [4.1]** | ☐Library/media specialist  demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | ☐Library/media  specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger | ☐Library/media  specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger | ☐Library/media  specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to |
|  |  |  | community to advance | community to advance | enrich the school's |
|  |  |  | program goals. | program goals. | program. |
| **1f: Developing a plan to evaluate the library/media program** | **Standard 5: Program Management & Administration [5.4]** | ☐Library/media specialist  has no plan to evaluate the program or resists suggestions that such an evaluation is important. | ☐Library/media  specialist has a rudimentary plan to evaluate the library/media program. | ☐Library/media  specialist's plan to evaluate the program is organized around clear goals and the | ☐Library/media  specialist's evaluation plan is highly sophisticated, with imaginative sources of |
|  |  |  |  | collection of evidence | evidence and a clear |
|  |  |  |  | to indicate the degree | path toward improving |
|  |  |  |  | to which the goals | the program on an |
|  |  |  |  | have been met. | ongoing basis. |
| **2a: Creating an environment of respect and rapport** | **Standard 5: Program Management & Administration [5.1, 5.2, 5.4]** | ☐Interactions, both  between the library/media specialist and students and among students, are negative, inappropriate, or | ☐Interactions, both  between the library/media specialist and students and among students, are | ☐Interactions, both  between the library/media specialist and students and among students, are | ☐Interactions among  the library/media specialist, individual students, and the classroom teachers are |
|  |  | insensitive to students' | generally appropriate | polite and respectful, | highly respectful, |
|  |  | cultural backgrounds and | and free from conflict | reflecting general | reflecting genuine |
|  |  | are characterized by | but may be | warmth and caring, | warmth and caring and |
|  |  | sarcasm, put-­downs, or | characterized by | and are appropriate to | sensitivity to students' |
|  |  | conflict. | occasional displays of | the cultural and | cultures and levels of |
|  |  |  | insensitivity or lack of | developmental | development. Students |
|  |  |  | responsiveness to | differences among | themselves ensure high |
|  |  |  | cultural or | groups of students. | levels of civility among |
|  |  |  | developmental |  | students in the library. |
|  |  |  | differences among |  |  |
|  |  |  | students. |  |  |
| **3a: Maintaining and extending the library collection in accordance with the school's needs within budget limitations.** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.3, 5.4]** | ☐Library/media specialist  fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalance among different areas. | ☐Library/media  specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance. | ☐Library/media  specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among | ☐Library/media  specialist selects materials for the collections thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material.  Collection is balance |
|  |  |  |  | different areas. | among different areas. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3b: Collaborating with teachers in the design of instructional units and lessons** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.4]** | ☐Library/media specialist  declines to collaborate with classroom teachers in the design of instructional lessons and units. | ☐Library/media  specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | ☐Library/media  specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. | ☐Library/media  specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| **3e: Demonstrating flexibility and responsiveness** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media specialist  adheres to the plan, in spite of evidence of its inadequacy. | ☐Library/media  specialist makes modest changes in the library/media program | ☐Library/media  specialist makes revisions to the library/media program | ☐Library/media  specialist is continually seeking ways to improve the |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** |  | when confronted with evidence of the need for change. | when they are needed. | library/media program and makes changes as needed in response to student, parent, or teacher input. |
| **4c: Communicating with the larger community** | **Standard 4: Advocacy & Leadership [4.1,**  **4.3, 4.4]** | ☐Library/media specialist  makes no effort to engage in outreach efforts to parents or the larger community. | ☐Library/media  specialist makes sporadic efforts to engage in outreach | ☐Library/media  specialist engages in outreach efforts to parents and the larger | ☐Library/media  specialist is proactive in reaching out to parents and establishing contact |
|  |  |  | efforts to parents or the | community. | with outside libraries, |
|  |  |  | larger community. |  | coordinating efforts for |
|  |  |  |  |  | mutual benefit. |
| **4d: Participating in a professional community** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media  specialist's relationships with colleagues are negative or self-­serving, and the | ☐Library/media  specialist's relationships with colleagues are cordial, | ☐Library/media  specialist participates actively in school and district events and | ☐Library/media  specialist makes a substantial contribution to school and district |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | specialist avoids being involved in school and district events and projects. | and the specialist participates in school and district events and projects hen specifically requested. | projects and maintains positive and productive relationships with colleagues. | events and projects and assumes leadership with colleagues. |
| **4f: Showing professionalism** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media specialist  displays dishonesty in interactions with colleagues, students, and the public;; | ☐Library/media  specialist is honest in interactions with colleagues, students, | ☐Library/media  specialist displays high standards of honesty and integrity | ☐Library/media  specialist can be counted on to hold the highest standards of |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | violates copyright laws. | and the public;; respects copyright laws. | in interactions with colleagues, students, and the public;; adheres carefully to copyright laws. | honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws. |

□L

Advocacy Project

An implementation of a parental involvement project in the school library.

Comments:

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| --- | --- | --- | --- | --- | --- |
| **Domain 1 for Library/Media Specialists: Planning & Preparation** (*continued*) | | | | | |
| **Component** | **AASL**  **Standard** | **LEVEL OF PERFORMANCE** | | | |
| **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **DISTINGUISHED** |
| **1b: Demonstrating knowledge of the school's program and student information needs within that program** | **Standard 4: Advocacy & Leadership [4.3]** | ☐Library/media specialist  demonstrates little or no knowledge of the school's content standards and of students' need for information skills within | ☐Library/media  specialist demonstrates basic knowledge of the school's content standards and of students' needs for | ☐Library/media  specialist demonstrates thorough knowledge of the school's content standards and of | ☐Library/media  specialist takes a leadership role within the school and district to articulate the needs of students' information |
|  |  | those standards. | information skills within | students' needs for | technology within the |
|  |  |  | those standards. | information skills | school's academic |
|  |  |  |  | within those | program. |
|  |  |  |  | standards. |  |
| **1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.** | **Standard 4: Advocacy & Leadership [4.1]**  **Standard 5: Program Management & Administration [5.4]** | ☐Library/media specialist  demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | ☐Library/media  specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance | ☐Library/media  specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance | ☐Library/media  specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide rage of sources to enrich the school's |
|  |  |  | program goals. | program goals. | program. |
| **1e: Planning the library/media program integrated with the overall school program** | **Standard 4: Advocacy & Leadership [4.3]**  **Standard 5: Program Management & Administration [5.4]** | ☐Library/media program  consists of a random collection of unrelated activities, lacking coherence or an overall structure. | ☐Library/media  specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | ☐Library/media  specialist's plan is well designed to support both teachers and students in their information needs. | ☐Library/media  specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and |
|  |  |  |  |  | extending the collection;; |
|  |  |  |  |  | the plan has been |
|  |  |  |  |  | developed after |
|  |  |  |  |  | consultation with |
|  |  |  |  |  | teachers. |
| **1f: Developing a plan to evaluate the library/media program** | **Standard 5: Program Management & Administration [5.4]** | ☐Library/media specialist  has no plan to evaluate the program or resists suggestions that such an evaluation is important. | ☐Library/media  specialist has a rudimentary plan to evaluate the library/media program. | ☐Library/media  specialist's plan to evaluate the program is organized around clear goals and the | ibrary/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |
|  |  |  |  | collection of evidence |
|  |  |  |  | to indicate the degree |
|  |  |  |  | to which the goals |
|  |  |  |  | have been met. |

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| **2a: Creating an environment of respect and rapport** | **Standard 5: Program Management & Administration [5.1, 5.2, 5.4]** | ☐Interactions, both  between the library/media specialist and students and among students, are negative, inappropriate, or | ☐Interactions, both  between the library/media specialist and students and among students, are | ☐Interactions, both  between the library/media specialist and students and among students, are | ☐Interactions among  the library/media specialist, individual students, and the classroom teachers are |
|  |  | insensitive to students' | generally appropriate | polite and respectful, | highly respectful, |
|  |  | cultural backgrounds and | and free from conflict | reflecting general | reflecting genuine |
|  |  | are characterized by | but may be | warmth and caring, | warmth and caring and |
|  |  | sarcasm, put-­downs, or | characterized by | and are appropriate to | sensitivity to students' |
|  |  | conflict. | occasional displays of | the cultural and | cultures and levels of |
|  |  |  | insensitivity or lack of | developmental | development. Students |
|  |  |  | responsiveness to | differences among | themselves ensure high |
|  |  |  | cultural or | groups of students. | levels of civility among |
|  |  |  | developmental |  | students in the library. |
|  |  |  | differences among |  |  |
|  |  |  | students. |  |  |
| **3a: Maintaining and extending the library collection in accordance with the school's needs within budget limitations.** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.3, 5.4]** | ☐Library/media specialist  fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalance among different areas. | ☐Library/media  specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance. | ☐Library/media  specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among | ☐Library/media  specialist selects materials for the collections thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material.  Collection is balance |
|  |  |  |  | different areas. | among different areas. |
| **3b: Collaborating with teachers in the design of instructional units and lessons** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.4]** | ☐Library/media specialist  declines to collaborate with classroom teachers in the design of instructional lessons and units. | ☐Library/media  specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | ☐Library/media  specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. | ☐Library/media  specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| **3d: Assisting students and teachers in the use of technology in the library/media center** | **Standard 4: Advocacy & Leadership [4.2,**  **4.3, 4.4]** | ☐Library/media specialist  declines to assist students and teachers in the use of technology in the library/media center. | ☐Library/media  specialist assists students and teachers in the use of technology in the library/media | ☐Library/media  specialist initiates sessions to assist students and teachers in the use of | ☐Library/media  specialist is proactive in initiating sessions to assist students and teachers in the use of |
|  |  |  | center when specifically | technology in the | technology in the |
|  |  |  | asked to do so. | library/media center. | library/media center. |
| **3e: Demonstrating flexibility and responsiveness** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media specialist  adheres to the plan, in spite of evidence of its inadequacy. | ☐Library/media  specialist makes modest changes in the library/media program | ☐Library/media  specialist makes revisions to the library/media program | ☐Library/media  specialist is continually seeking ways to improve the |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** |  | when confronted with evidence of the need for change. | when they are needed. | library/media program and makes changes as needed in response to student, parent, or teacher input. |

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| **4a: Reflecting on practice** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media specialist  does not reflect on practice, or the reflections are inaccurate or self-­serving. | ☐Library/media  specialist's reflection on practice is moderately accurate and objective, | ☐Library/media  specialist's reflection provides an accurate and objective | ☐Library/media  specialist's reflection is highly accurate and perceptive, citing |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** |  | without citing specific examples and with only global suggestions as to how it might be improved. | description of practice, citing specific positive and negative characteristics.  Library/media specialist makes some | specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success. |
|  |  |  |  | specific suggestions |  |
|  |  |  |  | as to how the media |  |
|  |  |  |  | program might be |  |
|  |  |  |  | improved. |  |
| **4b: Preparing and submitting reports and budgets** | **Standard 5: Program Management & Administration [5.3.5.4]** | ☐Library/media specialist  ignores teacher requests when preparing requisitions and budgets or does not follow established | ☐Library/media  specialist's efforts to prepare budgets are partially successful, responding sometimes | ☐Library media  specialist honors teacher requests when preparing requisitions and budgets and | ☐Library/media  specialist anticipates teacher needs when preparing requisitions and budgets, follows |
|  |  | procedures. Inventories and | to teacher requests and | follows established | established procedures, |
|  |  | reports are routinely late. | following procedures. | procedures. | and suggests |
|  |  |  | Inventories and reports | Inventories and | improvements to those |
|  |  |  | are sometimes | reports are submitted | procedures. Inventories |
|  |  |  | submitted on time. | on time. | and reports are |
|  |  |  |  |  | submitted on time. |
| **4c: Communicating with the larger community** | **Standard 4: Advocacy & Leadership [4.1,**  **4.3, 4.4]** | ☐Library/media specialist  makes no effort to engage in outreach efforts to parents or the larger community. | ☐Library/media  specialist makes sporadic efforts to engage in outreach | ☐Library/media  specialist engages in outreach efforts to parents and the larger | ☐Library/media  specialist is proactive in reaching out to parents and establishing contact |
|  |  |  | efforts to parents or the | community. | with outside libraries, |
|  |  |  | larger community. |  | coordinating efforts for |
|  |  |  |  |  | mutual benefit. |
| **4d: Participating in a professional community** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media  specialist's relationships with colleagues are negative or self-­serving, and the | ☐Library/media  specialist's relationships with colleagues are cordial, | ☐Library/media  specialist participates actively in school and district events and | ☐Library/media  specialist makes a substantial contribution to school and district |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | specialist avoids being involved in school and district events and projects. | and the specialist participates in school and district events and projects hen specifically requested. | projects and maintains positive and productive relationships with colleagues. | events and projects and assumes leadership with colleagues. |
| **4f: Showing professionalism** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media specialist  displays dishonesty in interactions with colleagues, students, and the public;; | ☐Library/media  specialist is honest in interactions with colleagues, students, | ☐Library/media  specialist displays high standards of honesty and integrity | ☐Library/media  specialist can be counted on to hold the highest standards of |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | violates copyright laws. | and the public;; respects copyright laws. | in interactions with colleagues, students, and the public;; adheres carefully to copyright laws. | honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws. |

**Leadership & Professionalism Project**

An implementation of direct support to teachers as they implement Common Core State Standards.

Comments:

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| **Domain 1 for Library/Media Specialists: Planning & Preparation** (*continued*) | | | | | |
| **Component** | **AASL**  **Standard** | **LEVEL OF PERFORMANCE** | | | |
| **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **DISTINGUISHED** |
| **1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3. 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | ☐Library/media specialist  demonstrates little or no knowledge of literature and of current trends in practice and information technology. | ☐Library/media  specialist demonstrates limited knowledge of literature and of current trends in practice and information technology. | ☐Library/media  specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology. | ☐Drawing on  extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology. |
| **1b: Demonstrating knowledge of the school's program and student information needs within that program** | **Standard 4: Advocacy & Leadership [4.3]** | ☐Library/media specialist  demonstrates little or no knowledge of the school's content standards and of students' need for information skills within those standards. | ☐Library/media  specialist demonstrates basic knowledge of the school's content standards and of students' needs for | ☐Library/media  specialist demonstrates thorough knowledge of the school's content standards and of | ☐Library/media  specialist takes a leadership role within the school and district to articulate the needs of students' information |
|  |  |  | information skills within | students' needs for | technology within the |
|  |  |  | those standards. | information skills | school's academic |
|  |  |  |  | within those | program. |
|  |  |  |  | standards. |  |
| **1c: Establishing goals for the library/media program appropriate to the setting and the students served** | **Standard** | ☐Library/media specialist  has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students. | ☐Library/media  specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school | ☐Library/media  specialist's goals for the media program are clear and appropriate to the situation in the school and to the age | ☐Library/media  specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the |
|  |  |  | and the age of the | of the students. | students and have been |
|  |  |  | students. |  | developed following |
|  |  |  |  |  | consultations with |
|  |  |  |  |  | students and |
|  |  |  |  |  | colleagues. |
| **1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.** | **Standard 4: Advocacy & Leadership [4.1]**  **Standard 5: Program Management & Administration [5.4]** | ☐Library/media specialist  demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | ☐Library/media  specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance | ☐Library/media  specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance | ☐Library/media  specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide rage of sources to enrich the school's |
|  |  |  | program goals. | program goals. | program. |

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| **1e: Planning the library/media program integrated with the overall school program** | **Standard 4: Advocacy & Leadership [4.3]**  **Standard 5: Program Management & Administration [5.4]** | ☐Library/media program  consists of a random collection of unrelated activities, lacking coherence or an overall structure. | ☐Library/media  specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | ☐Library/media  specialist's plan is well designed to support both teachers and students in their information needs. | ☐Library/media  specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and |
|  |  |  |  |  | extending the collection;; |
|  |  |  |  |  | the plan has been |
|  |  |  |  |  | developed after |
|  |  |  |  |  | consultation with |
|  |  |  |  |  | teachers. |
| **3b: Collaborating with teachers in the design of instructional units and lessons** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.4]** | ☐Library/media specialist  declines to collaborate with classroom teachers in the design of instructional lessons and units. | ☐Library/media  specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | ☐Library/media  specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. | ☐Library/media  specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| **3d: Assisting students and teachers in the use of technology in the library/media center** | **Standard 4: Advocacy & Leadership [4.2,**  **4.3, 4.4]** | ☐Library/media specialist  declines to assist students and teachers in the use of technology in the library/media center. | ☐Library/media  specialist assists students and teachers in the use of technology in the library/media | ☐Library/media  specialist initiates sessions to assist students and teachers in the use of | ☐Library/media  specialist is proactive in initiating sessions to assist students and teachers in the use of |
|  |  |  | center when specifically | technology in the | technology in the |
|  |  |  | asked to do so. | library/media center. | library/media center. |
| **3e: Demonstrating flexibility and responsiveness** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media specialist  adheres to the plan, in spite of evidence of its inadequacy. | ☐Library/media  specialist makes modest changes in the library/media program | ☐Library/media  specialist makes revisions to the library/media program | ☐Library/media  specialist is continually seeking ways to improve the |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** |  | when confronted with evidence of the need for change. | when they are needed. | library/media program and makes changes as needed in response to student, parent, or teacher input. |
| **4a: Reflecting on practice** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media specialist  does not reflect on practice, or the reflections are inaccurate or self-­serving. | ☐Library/media  specialist's reflection on practice is moderately accurate and objective, | ☐Library/media  specialist's reflection provides an accurate and objective | ☐Library/media  specialist's reflection is highly accurate and perceptive, citing |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** |  | without citing specific examples and with only global suggestions as to how it might be improved. | description of practice, citing specific positive and negative characteristics.  Library/media specialist makes some | specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success. |
|  |  |  |  | specific suggestions |  |
|  |  |  |  | as to how the media |  |
|  |  |  |  | program might be |  |
|  |  |  |  | improved. |  |
| **4c: Communicating with the larger community** | **Standard 4: Advocacy & Leadership [4.1,**  **4.3, 4.4]** | ☐Library/media specialist  makes no effort to engage in outreach efforts to parents or the larger community. | ☐Library/media  specialist makes sporadic efforts to engage in outreach | ☐Library/media  specialist engages in outreach efforts to parents and the larger | ☐Library/media  specialist is proactive in reaching out to parents and establishing contact |
|  |  |  | efforts to parents or the | community. | with outside libraries, |
|  |  |  | larger community. |  | coordinating efforts for |
|  |  |  |  |  | mutual benefit. |

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| **4d: Participating in a professional community** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | ☐Library/media specialist's  relationships with colleagues are negative or self-­serving, and the specialist avoids being involved in school and district events and projects. | ☐Library/media  specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects hen specifically requested. | ☐Library/media  specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | ☐Library/media  specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. |
| **4f: Showing professionalism** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media specialist  displays dishonesty in interactions with colleagues, students, and the public;; | ☐Library/media  specialist is honest in interactions with colleagues, students, | ☐Library/media  specialist displays high standards of honesty and integrity | ☐Library/media  specialist can be counted on to hold the highest standards of |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | violates copyright laws. | and the public;; respects copyright laws. | in interactions with colleagues, students, and the public;; adheres carefully to copyright laws. | honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws. |

**Program Management & Administration Grant Project**

The grant is to support the diverse learning needs of students at the field site(s).

Comments:

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| **Domain 1 for Library/Media Specialists: Planning & Preparation** (*continued*) | | | | | |
| **Component** | **AASL**  **Standard** | **LEVEL OF PERFORMANCE** | | | |
| **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **DISTINGUISHED** |
| **1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3. 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | ☐Library/media specialist  demonstrates little or no knowledge of literature and of current trends in practice and information technology. | ☐Library/media  specialist demonstrates limited knowledge of literature and of current trends in practice and information technology. | ☐Library/media  specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology. | ☐Drawing on  extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology. |
| **1b: Demonstrating knowledge of the school's program and student information needs within that program** | **Standard 4: Advocacy & Leadership [4.3]** | ☐Library/media specialist  demonstrates little or no knowledge of the school's content standards and of students' need for information skills within | ☐Library/media  specialist demonstrates basic knowledge of the school's content standards and of students' needs for | ☐Library/media  specialist demonstrates thorough knowledge of the school's content standards and of | ☐Library/media  specialist takes a leadership role within the school and district to articulate the needs of students' information |
|  |  | those standards. | information skills within | students' needs for | technology within the |
|  |  |  | those standards. | information skills | school's academic |
|  |  |  |  | within those | program. |
|  |  |  |  | standards. |  |
| **1c: Establishing goals for the library/media program appropriate to the setting and the students served** | **Standard 4: Advocacy & Leadership [4.3,**  **4.4]**  **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | ☐Library/media specialist  has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students. | ☐Library/media  specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. | ☐Library/media  specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students. | ☐Library/media  specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and |
|  |  |  |  |  | colleagues. |
| **1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.** | **Standard 4: Advocacy & Leadership [4.1]**  **Standard 5: Program Management & Administration [5.4]** | ☐Library/media specialist  demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | ☐Library/media  specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance | ☐Library/media  specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance | ☐Library/media  specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide rage of sources to enrich the school's |
|  |  |  | program goals. | program goals. | program. |

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| **1e: Planning the library/media program integrated with the overall school program** | **Standard 4: Advocacy & Leadership [4.3]**  **Standard 5: Program Management & Administration [5.4]** | ☐Library/media program  consists of a random collection of unrelated activities, lacking coherence or an overall structure. | ☐Library/media  specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | ☐Library/media  specialist's plan is well designed to support both teachers and students in their information needs. | ☐Library/media  specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and |
|  |  |  |  |  | extending the collection;; |
|  |  |  |  |  | the plan has been |
|  |  |  |  |  | developed after |
|  |  |  |  |  | consultation with |
|  |  |  |  |  | teachers. |
| **1f: Developing a plan to evaluate the library/media program** | **Standard 5: Program Management & Administration [5.4]** | ☐Library/media specialist  has no plan to evaluate the program or resists suggestions that such an evaluation is important. | ☐Library/media  specialist has a rudimentary plan to evaluate the library/media program. | ☐Library/media  specialist's plan to evaluate the program is organized around clear goals and the | ☐Library/media  specialist's evaluation plan is highly sophisticated, with imaginative sources of |
|  |  |  |  | collection of evidence | evidence and a clear |
|  |  |  |  | to indicate the degree | path toward improving |
|  |  |  |  | to which the goals | the program on an |
|  |  |  |  | have been met. | ongoing basis. |
| **2a: Creating an environment of respect and rapport** | **Standard 5: Program Management & Administration [5.1, 5.2, 5.4]** | ☐Interactions, both  between the library/media specialist and students and among students, are negative, inappropriate, or | ☐Interactions, both  between the library/media specialist and students and among students, are | ☐Interactions, both  between the library/media specialist and students and among students, are | ☐Interactions among  the library/media specialist, individual students, and the classroom teachers are |
|  |  | insensitive to students' | generally appropriate | polite and respectful, | highly respectful, |
|  |  | cultural backgrounds and | and free from conflict | reflecting general | reflecting genuine |
|  |  | are characterized by | but may be | warmth and caring, | warmth and caring and |
|  |  | sarcasm, put-­downs, or | characterized by | and are appropriate to | sensitivity to students' |
|  |  | conflict. | occasional displays of | the cultural and | cultures and levels of |
|  |  |  | insensitivity or lack of | developmental | development. Students |
|  |  |  | responsiveness to | differences among | themselves ensure high |
|  |  |  | cultural or | groups of students. | levels of civility among |
|  |  |  | developmental |  | students in the library. |
|  |  |  | differences among |  |  |
|  |  |  | students. |  |  |
| **3a: Maintaining and extending the library collection in accordance with the school's needs within budget limitations.** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.3, 5.4]** | ☐Library/media specialist  fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalance among different areas. | ☐Library/media  specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance. | ☐Library/media  specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among | ☐Library/media  specialist selects materials for the collections thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material.  Collection is balance |
|  |  |  |  | different areas. | among different areas. |
| **3b: Collaborating with teachers in the design of instructional units and lessons** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.4]** | ☐Library/media specialist  declines to collaborate with classroom teachers in the design of instructional lessons and units. | ☐Library/media  specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | ☐Library/media  specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. | ☐Library/media  specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| **3d: Assisting students and teachers in the use of technology in the library/media center** | **Standard 4: Advocacy & Leadership [4.2,**  **4.3, 4.4]** | ☐Library/media specialist  declines to assist students and teachers in the use of technology in the library/media center. | ☐Library/media  specialist assists students and teachers in the use of technology in the library/media | ☐Library/media  specialist initiates sessions to assist students and teachers in the use of | ☐Library/media  specialist is proactive in initiating sessions to assist students and teachers in the use of |
|  |  |  | center when specifically | technology in the | technology in the |
|  |  |  | asked to do so. | library/media center. | library/media center. |

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| **3e: Demonstrating flexibility and responsiveness** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | ☐Library/media specialist  adheres to the plan, in spite of evidence of its inadequacy. | ☐Library/media  specialist makes modest changes in the library/media program when confronted with evidence of the need for change. | ☐Library/media  specialist makes revisions to the library/media program when they are needed. | ☐Library/media  specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input. |
| **4a: Reflecting on practice** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media specialist  does not reflect on practice, or the reflections are inaccurate or self-­serving. | ☐Library/media  specialist's reflection on practice is moderately accurate and objective, | ☐Library/media  specialist's reflection provides an accurate and objective | ☐Library/media  specialist's reflection is highly accurate and perceptive, citing |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** |  | without citing specific examples and with only global suggestions as to how it might be improved. | description of practice, citing specific positive and negative characteristics.  Library/media specialist makes some | specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success. |
|  |  |  |  | specific suggestions |  |
|  |  |  |  | as to how the media |  |
|  |  |  |  | program might be |  |
|  |  |  |  | improved. |  |
| **4b: Preparing and submitting reports and budgets** | **Standard 5: Program Management & Administration [5.3.5.4]** | ☐Library/media specialist  ignores teacher requests when preparing requisitions and budgets or does not follow established | ☐Library/media  specialist's efforts to prepare budgets are partially successful, responding sometimes | ☐Library media  specialist honors teacher requests when preparing requisitions and budgets and | ☐Library/media  specialist anticipates teacher needs when preparing requisitions and budgets, follows |
|  |  | procedures. Inventories and | to teacher requests and | follows established | established procedures, |
|  |  | reports are routinely late. | following procedures. | procedures. | and suggests |
|  |  |  | Inventories and reports | Inventories and | improvements to those |
|  |  |  | are sometimes | reports are submitted | procedures. Inventories |
|  |  |  | submitted on time. | on time. | and reports are |
|  |  |  |  |  | submitted on time. |
| **4c: Communicating with the larger community** | **Standard 4: Advocacy & Leadership [4.1,**  **4.3, 4.4]** | ☐Library/media specialist  makes no effort to engage in outreach efforts to parents or the larger community. | ☐Library/media  specialist makes sporadic efforts to engage in outreach | ☐Library/media  specialist engages in outreach efforts to parents and the larger | ☐Library/media  specialist is proactive in reaching out to parents and establishing contact |
|  |  |  | efforts to parents or the | community. | with outside libraries, |
|  |  |  | larger community. |  | coordinating efforts for |
|  |  |  |  |  | mutual benefit. |
| **4d: Participating in a professional community** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media  specialist's relationships with colleagues are negative or self-­serving, and the | ☐Library/media  specialist's relationships with colleagues are cordial, | ☐Library/media  specialist participates actively in school and district events and | ☐Library/media  specialist makes a substantial contribution to school and district |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | specialist avoids being involved in school and district events and projects. | and the specialist participates in school and district events and projects hen specifically requested. | projects and maintains positive and productive relationships with colleagues. | events and projects and assumes leadership with colleagues. |
| **4f: Showing professionalism** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media specialist  displays dishonesty in interactions with colleagues, students, and the public;; | ☐Library/media  specialist is honest in interactions with colleagues, students, | ☐Library/media  specialist displays high standards of honesty and integrity | ☐Library/media  specialist can be counted on to hold the highest standards of |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | violates copyright laws. | and the public;; respects copyright laws. | in interactions with colleagues, students, and the public;; adheres carefully to copyright laws. | honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws. |

**Daily Tasks Activities Checklist**

Given a list of common tasks facing school librarians on a daily or regular basis, candidates must complete five items.

* Catalog Books (Minimum of 5)
* Display Creation
* Create or Update Copyright Postings
* Analyze an Emphasis Area of the Collection
* Design and Implement a Mini-­Lesson (Must be Recorded)
* Review a Curriculum Map and Match Common Core Standards
* Inventory an Emphasis Area of the Collection
* Analyze an Emphasis Area for Weeding Recommendations
* Create a *Banned Books Week* Week of Activities
* Create a Dr. Seuss Celebration Week of Activities
* Create a Digital Citizen Infographic Poster for the School Library
* Create a Flowchart of How to Operate the Online Public Access Catalog (OPAC)
* Reshelve Books (Minimum of 3 Carts)
* Repair Books (Minimum of 5 Books)
* Create a Book Award Infographic Poster (Minimum of 5 Awards) for the School Library
* Create a Professional Development Presentation on Fair Use
* Create a Plagiarism Infographic Poster for the School Library
* Create a Google Drive Infographic Poster for the School Library
* Use a Laminator/Replace the Laminate Rolls
* Research & Convert Lexile Scores (Minimum of 5 Books)
* Create Accelerated Reader Tests (Minimum of 3 Tests)
* Create a Series of Bookmarks based on Curricular Topics
* Create a Social Bookmarking Site for Book Awards (Minimum of 5 Awards)
* Create a Series of Bookmarks based on Collection Resources for

Different Student Populations

* Create an Arkansas Traveler Inforgraphic for the School Library
* Create a Google or Bing Search Infographic for the School Library
* Create a Bloom's Taxonomy of Apps for Teacher Use lnfographic for

the School Library

* Create an OPAC Infographic for the School Library
* Create a Blooom's Taxonomy of Web 2.0 Tools for Teacher Use

Infographic for the School Library

* Create a Bloom's Taxonomy of Apps for Student Use lnfographic for

the School Library

* Create a Bloom's Taxonomy of Web 2.0 Tools for Student Use Infographic for the School Library

Comments:

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| **Domain 1 for Library/Media Specialists: Planning & Preparation** (*continued*) | | | | | |
| **Component** | **AASL**  **Standard** | **LEVEL OF PERFORMANCE** | | | |
| **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **DISTINGUISHED** |
| **1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3. 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | ☐Library/media specialist  demonstrates little or no knowledge of literature and of current trends in practice and information technology. | ☐Library/media  specialist demonstrates limited knowledge of literature and of current trends in practice and information technology. | ☐Library/media  specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology. | ☐Drawing on  extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology. |
| **1b: Demonstrating knowledge of the school's program and student information needs within that program** | **Standard 4: Advocacy & Leadership [4.3]** | ☐Library/media specialist  demonstrates little or no knowledge of the school's content standards and of students' need for information skills within | ☐Library/media  specialist demonstrates basic knowledge of the school's content standards and of students' needs for | ☐Library/media  specialist demonstrates thorough knowledge of the school's content standards and of | ☐Library/media  specialist takes a leadership role within the school and district to articulate the needs of students' information |
|  |  | those standards. | information skills within | students' needs for | technology within the |
|  |  |  | those standards. | information skills | school's academic |
|  |  |  |  | within those | program. |
|  |  |  |  | standards. |  |

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| **1c: Establishing goals for the library/media program appropriate to the setting and the students served** | **Standard 4: Advocacy & Leadership [4.3,**  **4.4]**  **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | ☐Library/media specialist  has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students. | ☐Library/media  specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. | ☐Library/media  specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students. | ☐Library/media  specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and |
|  |  |  |  |  | colleagues. |
| **1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.** | **Standard 4: Advocacy & Leadership [4.1]**  **Standard 5: Program Management & Administration [5.4]** | ☐Library/media specialist  demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | ☐Library/media  specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance | ☐Library/media  specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance | ☐Library/media  specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide rage of sources to enrich the school's |
|  |  |  | program goals. | program goals. | program. |
| **1e: Planning the library/media program integrated with the overall school program** | **Standard 4: Advocacy & Leadership [4.3]**  **Standard 5: Program Management & Administration [5.4]** | ☐Library/media program  consists of a random collection of unrelated activities, lacking coherence or an overall structure. | ☐Library/media  specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | ☐Library/media  specialist's plan is well designed to support both teachers and students in their information needs. | ☐Library/media  specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and |
|  |  |  |  |  | extending the collection;; |
|  |  |  |  |  | the plan has been |
|  |  |  |  |  | developed after |
|  |  |  |  |  | consultation with |
|  |  |  |  |  | teachers. |
| **1f: Developing a plan to evaluate the library/media program** | **Standard 5: Program Management & Administration [5.4]** | ☐Library/media specialist  has no plan to evaluate the program or resists suggestions that such an evaluation is important. | ☐Library/media  specialist has a rudimentary plan to evaluate the library/media program. | ☐Library/media  specialist's plan to evaluate the program is organized around clear goals and the | ☐Library/media  specialist's evaluation plan is highly sophisticated, with imaginative sources of |
|  |  |  |  | collection of evidence | evidence and a clear |
|  |  |  |  | to indicate the degree | path toward improving |
|  |  |  |  | to which the goals | the program on an |
|  |  |  |  | have been met. | ongoing basis. |
| **2a: Creating an environment of respect and rapport** | **Standard 5: Program Management & Administration [5.1, 5.2, 5.4]** | ☐Interactions, both  between the library/media specialist and students and among students, are negative, inappropriate, or | ☐Interactions, both  between the library/media specialist and students and among students, are generally | ☐Interactions, both  between the library/media specialist and students and among students, are | ☐Interactions among  the library/media specialist, individual students, and the classroom teachers are |
|  |  | insensitive to students' | appropriate and free from | polite and respectful, | highly respectful, |
|  |  | cultural backgrounds and | conflict but may be | reflecting general | reflecting genuine |
|  |  | are characterized by | characterized by | warmth and caring, | warmth and caring and |
|  |  | sarcasm, put-­downs, or | occasional displays of | and are appropriate to | sensitivity to students' |
|  |  | conflict. | insensitivity or lack of | the cultural and | cultures and levels of |
|  |  |  | responsiveness to | developmental | development. Students |
|  |  |  | cultural or developmental | differences among | themselves ensure high |
|  |  |  | differences among | groups of students. | levels of civility among |
|  |  |  | students. |  | students in the library. |

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| **2b: Establishing a culture for investigation and love of literature** | **Standard 5: Program Management & Administration [5.1, 5.4]** | ☐Library/media specialist  conveys a sense that the work of seeking information and reading literature is not worth the time and energy | ☐Library/media  specialist goes through the motions of performing the work of the position, but without any real | ☐Library/media  specialist, in interactions with both students and colleagues, conveys a | ☐Library/media  specialist, in interactions with both students and colleagues, conveys a |
|  |  | required. | commitment to it. | sense of the | sense of the essential |
|  |  |  |  | importance of seeking | nature of seeking |
|  |  |  |  | information and | information and reading |
|  |  |  |  | reading literature. | literature. Students |
|  |  |  |  |  | appear to have |
|  |  |  |  |  | internalized these |
|  |  |  |  |  | values. |
| **2c: Establishing and maintaining library procedures** | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | ☐Media center routines  and procedures (for example, for circulation of materials, working on computers, independent | ☐Media center  routines and procedures (for example, for circulation of materials, working on computers, | ☐Media center  routines and procedures (for example, for circulation of | ☐Media center  routines and procedures (for example, for circulation of materials, working on |
|  |  | work) are either nonexistent | independent work) have | materials, working on | computers, independent |
|  |  | or inefficient, resulting in | been established but | computers, | work) are seamless in |
|  |  | general confusion. Library | function sporadically. | independent work) | their operation, with |
|  |  | assistants are confused as | Efforts to establish | have been established | students assuming |
|  |  | to their role. | guidelines for library | and function smoothly. | considerable |
|  |  |  | assistants are partially | Library assistants are | responsibility for their |
|  |  |  | successful. | clear as to their role. | smooth operation. |
|  |  |  |  |  | Library assistants work |
|  |  |  |  |  | independently and |
|  |  |  |  |  | contribute to the |
|  |  |  |  |  | success of the media |
|  |  |  |  |  | center. |
| **2d: Managing student behavior** | **Standard** | ☐There is not evidence  that standards of conduct | ☐It appears that the  library/media specialist | ☐Standards of  conduct appear to be | ☐Standards of  conduct are clear, with |
|  |  | have been established, and | has made an effort to | clear to students and | evidence of student |
|  |  | there is little or no | establish standards of | the library/media | participation in setting |
|  |  | monitoring of student | conduct for students and | specialist monitors | them. Library/media |
|  |  | behavior. Response to | tries to monitor student | student behavior | specialist's monitoring |
|  |  | student misbehavior is | behavior and respond to | against those | of student behavior is |
|  |  | repressive or disrespectful | student misbehavior, but | standards. | subtle and preventive, |
|  |  | of student dignity. | these efforts are not | Library/media | and response to student |
|  |  |  | always successful. | specialist's response | misbehavior is sensitive |
|  |  |  |  | to student misbehavior | to individual student |
|  |  |  |  | is appropriate and | needs. Students take |
|  |  |  |  | respectful to students. | an active role in |
|  |  |  |  |  | monitoring the |
|  |  |  |  |  | standards of behavior. |
| **2e: Organizing physical space to enable smooth flow** | **Standard 4: Advocacy & Leadership [4.4]** | ☐Library/media specialist  makes poor use of the physical environment, | ☐Library/media  specialist's efforts to  make use of the physical | ☐Library/media  specialist makes effective use of the | ☐Library/media  specialist makes highly effective use of the |
|  | **Standard 5: Program Management & Administration [5.3]** | resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion. | environment are uneven, resulting in occasional confusion. | physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. | physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer |
|  |  |  |  |  | use. In addition, book |
|  |  |  |  |  | displays are attractive |
|  |  |  |  |  | and inviting. |
| **3a: Maintaining and extending the library collection in accordance with the school's needs within budget limitations.** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.3, 5.4]** | ☐Library/media specialist  fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalance among different areas. | ☐Library/media  specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance. | ☐Library/media  specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among | ☐Library/media  specialist selects materials for the collections thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material.  Collection is balance |
|  |  |  |  | different areas. | among different areas. |

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| **3b: Collaborating with teachers in the design of instructional units and lessons** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.4]** | ☐Library/media specialist  declines to collaborate with classroom teachers in the design of instructional lessons and units. | ☐Library/media  specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | ☐Library/media  specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. | ☐Library/media  specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| **3c: Engaging students in enjoying literature and in learning information skills** | **Standard 5: Program Management & Administration [5.1, 5.4]** | ☐Students are not  engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. | ☐Only some students  are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials. | ☐Students are  engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. | ☐Students are highly  engaged in enjoying literature in in learning information skills and take initiative in ensuring the engagement of their peers. |
| **3d: Assisting students and teachers in the use of technology in the library/media center** | **Standard 4: Advocacy & Leadership [4.2,**  **4.3, 4.4]** | ☐Library/media specialist  declines to assist students and teachers in the use of technology in the library/media center. | ☐Library/media  specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so. | ☐Library/media  specialist initiates sessions to assist students and teachers in the use of technology in the library/media center. | ☐Library/media  specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center. |
| **3e: Demonstrating flexibility and responsiveness** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | ☐Library/media specialist  adheres to the plan, in spite of evidence of its inadequacy. | ☐Library/media  specialist makes modest changes in the library/media program when confronted with evidence of the need for change. | ☐Library/media  specialist makes revisions to the library/media program when they are needed. | ☐Library/media  specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input. |
| **4a: Reflecting on practice** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media specialist  does not reflect on practice, or the reflections are inaccurate or self-­serving. | ☐Library/media  specialist's reflection on practice is moderately accurate and objective, | ☐Library/media  specialist's reflection provides an accurate and objective | ☐Library/media  specialist's reflection is highly accurate and perceptive, citing |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** |  | without citing specific examples and with only global suggestions as to how it might be improved. | description of practice, citing specific positive and negative characteristics.  Library/media specialist makes some | specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success. |
|  |  |  |  | specific suggestions |  |
|  |  |  |  | as to how the media |  |
|  |  |  |  | program might be |  |
|  |  |  |  | improved. |  |
| **4b: Preparing and submitting reports and budgets** | **Standard 5: Program Management & Administration [5.3.5.4]** | ☐Library/media specialist  ignores teacher requests when preparing requisitions and budgets or does not follow established | ☐Library/media  specialist's efforts to prepare budgets are partially successful, responding sometimes to | ☐Library media  specialist honors teacher requests when preparing requisitions and budgets and | ☐Library/media  specialist anticipates teacher needs when preparing requisitions and budgets, follows |
|  |  | procedures. Inventories and | teacher requests and | follows established | established procedures, |
|  |  | reports are routinely late. | following procedures. | procedures. | and suggests |
|  |  |  | Inventories and reports | Inventories and | improvements to those |
|  |  |  | are sometimes submitted | reports are submitted | procedures. Inventories |
|  |  |  | on time. | on time. | and reports are |
|  |  |  |  |  | submitted on time. |

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| **4c: Communicating with the larger community** | **Standard 4: Advocacy & Leadership [4.1,**  **4.3, 4.4]** | ☐Library/media specialist  makes no effort to engage in outreach efforts to parents or the larger community. | ☐Library/media  specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community. | ☐Library/media  specialist engages in outreach efforts to parents and the larger community. | ☐Library/media  specialist is proactive in reaching out to parents and establishing contact with outside libraries, coordinating efforts for mutual benefit. |
| **4d: Participating in a professional community** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]**  **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | ☐Library/media  specialist's relationships with colleagues are negative or self-­serving, and the specialist avoids being involved in school and district events and projects. | ☐Library/media  specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects hen specifically requested. | ☐Library/media  specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | ☐Library/media  specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. |
| **4e: Engaging in professional development** | **Standard 4: Advocacy & Leadership [4.2,**  **4.3, 4.4]** | ☐Library/media specialist  does not participate in professional development activities, even when such | ☐Library/media  specialist's participation in professional development activities is | ☐Library/media  specialist seeks out opportunities for professional | ☐Library/media  specialist actively pursues professional development |
|  |  | activities are clearly needed | limited to those that are | development based on | opportunities and |
|  |  | for the enhancement of | convenient or are | an individual | makes a substantial |
|  |  | skills. | required. | assessment of need. | contribution to the |
|  |  |  |  |  | profession through such |
|  |  |  |  |  | activities as offering |
|  |  |  |  |  | workshops to |
|  |  |  |  |  | colleagues. |
| **4f: Showing professionalism** | **Standard 4: Advocacy & Leadership [4.1,**  **4.2, 4.3, 4.4]** | ☐Library/media specialist  displays dishonesty in interactions with colleagues, students, and the public;; | ☐Library/media  specialist is honest in interactions with colleagues, students, and | ☐Library/media  specialist displays high standards of honesty and integrity | ☐Library/media  specialist can be counted on to hold the highest standards of |
|  | **Standard 5: Program Management & Administration [5.1, 5.2, 5.3, 5.4]** | violates copyright laws. | the public;; respects copyright laws. | in interactions with colleagues, students, and the public;; adheres carefully to copyright laws. | honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws. |

**AASL Standard Definitions for Use With This Check List**

**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.

* 1. Networking with the Library Community

Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.

* 1. Professional Development

Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth.

* 1. Leadership

Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.

* 1. Advocacy

Candidates identify stakeholders within and outside the school community who impact eh school library program. Candidates develop a plan to advocate for school library and information programs, resources, 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.

* 1. Collections

Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.

* 1. Professional Ethics

Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas.

* 1. Personnel, Funding, and Facilities

Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

* 1. Strategic Planning and Assessment

Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

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University of Central Arkansas

COLLEGE OF EDUCATION

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