## Standards & Descriptions

Standard 1: Use of Information and Ideas. School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

### 1.1 Efficient and ethical information-seeking behavior

- Advocate for and demonstrate effective use of current and relevant information processes and resources including emerging technologies.
- Model a variety of effective strategies to locate, evaluate, and use information in a variety of formats for diverse purposes.
- Plan reference services using traditional and electronic services that are comprehensive and address the needs of all users.
- Model and teach legal and ethical practices.

### 1.2 Literacy and reading

- Are knowledgeable about historical and contemporary trends and multicultural issues in reading material for children and young adults.
- Analyze and apply research in literacy and reading in order to select and recommend diverse materials in formats and at levels that facilitate the reading process and the development of fluency in readers.
- Collaborate with teachers to integrate literature into curriculum.
- Instill a sense of enjoyment in reading in others that leads to lifelong reading habits.

## Artifacts

- Information Literacy Process Models (ISTC 651, Fall 2009)
- Healthy, Hardy Hearts pathfinder (ISTC 651, Fall 2009)
- Copyright and Fair Use page, Catonsville Middle School library wiki (ISTC 789, Fall 2010)
- “Media Minute” in staff newsletter, Catonsville Middle School (ISTC 789, Fall 2010)
- Reflection

- Text Sets (EDUC 717, Summer 2009)
  - Transformations
  - Middle East
- Reading Guidance Web (SLM 504, Summer 2010)
- Author Studies
  - Vera B. Williams (EDUC 717, Summer 2009)
  - Chris Crutcher (SLM 504, Summer 2010)
- Book Evaluations (SLM 504, Summer 2010)
  - The Storm in the Barn
  - Claudette Colvin: Twice Toward Justice
- Black-Eyed Susan wiki pages, Catonsville Middle School (ISTC 789, Fall 2010)
  - Chasing Lincoln’s Killer
  - When You Reach Me
- Literature Integration: Focus on Photography (SLM 504, Summer 2010)
- Reflection
### 1.3 Access to information

- Analyze and implement library media program scheduling options for different needs by developing flexible and open access for the library media center and its services
- Plan strategically to ensure physical and intellectual access to information for the entire school community
- Identify means of providing remote access to information
- Model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom

- [Facility Design Presentation](ISTC 601, Spring 2010)
- State impact studies (ISTC 601, Spring 2010)
  - Prezi summary
  - Wordle summary
- [MARC Records](ISTC 653, Spring 2009)
- [Collection Development Policy](ISTC 615, Fall 2009)
- High School Students’ Perceptions of School Library Websites (ISTC 685, Spring 2010)
  - Research proposal, summary presentation
- [Censorship wiki](ISTC 615, Fall 2009)
- Reflection

### 1.4 Stimulating learning environment

- Demonstrate collaborative techniques as they create and maintain an attractive, positive educational climate in a technology-rich library media center
- Use research-based data including action research to analyze and improve services

- [Facility Design Presentation](ISTC 601, Spring 2010)
- Visits to School Libraries (ISTC 601, Spring 2010)
  - Elementary, Middle, High
- [Grant Proposal](begins on p. 6) (ISTC 601, Spring 2010)
- Black-Eyed Susan wiki pages, Catonsville Middle School (ISTC 789, Fall 2010)
  - Peace, Locomotion
  - Extra Credit
  - Black-Eyed Susan tracking charts, Catonsville Elementary School (ISTC 789, Fall 2010)
- Reflection

### Standard 2: Teaching and Learning

School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student’s interests, passions, and needs which drive their learning.
### 2.1 Knowledge of learners and learning

- Ensure that the library media curriculum is documented as significant to the overall academic success of all students
- Design library media instruction that assesses learner needs, instructional methodologies, and information processes to ensure that each is integral to information skills instruction
- Support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities, and needs
- Base information skills instruction on student interests and learning needs linked to student achievement

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<tr>
<th>Lesson Plans</th>
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<td><strong>Preview: The Elements of Fables</strong>, Catonsville Middle School (ISTC 789, Fall 2010)</td>
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<td><strong>Learning to Shelve</strong> (Pebble-in-the-Pond model, ISTC 667, Summer 2009)</td>
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<tr>
<td><strong>Instruction to Introduce Dewey</strong> (ADDIE framework, ISTC 541, Fall 2009)</td>
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- **Evaluating Technology-Integrated Lesson Plans** (ISTC 702, Summer 2010)
- **Assistive Technology web page** (ISTC 501, Spring 2009)
- **Reflection**

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### 2.2 Effective and knowledgeable teacher

- Document and communicate the impact of collaborative instruction on student achievement
- Develop a regular communication procedure between home and school
- Work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction
- Make use of a variety of instructional strategies and assessment tools
- Analyze the role of student interest and motivation in instructional design
- Create, implement, and evaluate student learning experiences in partnership with teachers and other educators

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- **Emerging Technology wiki**: Zoomerang (ISTC 702, Summer 2010)
  - **Recommended uses**
  - **My sample survey**

- **Healthy, Hardy Hearts pathfinder** (ISTC 651, Fall 2009)
- Announcement text, Catonsville Middle School (ISTC 789, Fall 2010)
  - **Library wiki**
  - **Banned Books Week**
- **Reflection**
2.3 Information literacy curriculum
- Work to ensure that responsibility for an integrated information literacy curriculum is shared across curricular areas throughout the school
- Advocate for the information skills curriculum in order to assure appropriate learning experiences for all students, and to address the academic needs of the school community
- Incorporate technology to promote efficient and equitable access to information beyond print resources
- Assist students to use technology to access, analyze, and present information

| Information Literacy Process Models (ISTC 651, Fall 2009) |
| Lesson Plans |
| - Iditarod (AASL lesson template, ISTC 651, Fall 2009) |
| - Iditarod, Slam Dunk version |
| - Librarian of Basra K-W-L, Preselected websites (ISTC 501, Spring 2009) |
| Technology samples for lessons at Catonsville Middle School (ISTC 789) |
| - One True Media, Drug PSA |
| - Audacity, Poetry sample |
| Reflection |

Standard 3: Collaboration and Leadership: School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.

3.1 Connection with library community
- Employ strategies to ensure connections between the school community and the larger library world of public, academic, special libraries, and information centers
- Participate in professional associations
- Articulate the role of their professional associations and journals in their professional growth

| Leadership philosophy (ISTC 702, Summer 2010) |
| High School Students’ Perceptions of School Library Websites (ISTC 685, Spring 2010) |
| - Research proposal, summary presentation |
| Journal article reviews |
| - Marketing & Public Relations, Budgeting & Grants (ISTC 601, Spring 2009) |
| - Class discussion blog (ISTC 651, Fall 2009) |
| Reflection |
### 3.2 Instructional partner
- Anticipate providing leadership to school and district committees
- Share expertise in the design of appropriate instruction and assessment activities with other professional colleagues
- Model, share, and promote ethical and legal principles of education and librarianship

- **Glog: Addition & Subtraction** clue words (ISTC 541, Fall 2009)
- **Emerging Technology wiki:** Zoomerang (ISTC 702, Summer 2010)
  - Recommended uses
  - My sample survey
- **“Media Minute” in staff newsletter,** Catonsville Middle School (ISTC 789, Fall 2010)
- **Copyright and Fair Use page,** Catonsville Middle School library wiki (ISTC 789, Fall 2010)
- **Online Database Evaluation summary presentation:** Proquest’s SIRS Decades (ISTC 651, Fall 2009)

### 3.3 Educational leader
- Develop a library media program that reflects the best practices of education and librarianship
- Have a thorough understanding of current trends and issues in education
- Write a plan for professional growth that justifies their professional choices
- Engage in school improvement activities by partnering with administrators to help teachers learn and practice new ways of teaching
- Share information, apply research results, and engage in action research

- State impact studies (ISTC 601, Spring 2010)
  - Prezi summary
  - Wordle summary
- High School Students’ Perceptions of School Library Websites (ISTC 685, Spring 2010)
  - Research proposal, summary presentation
- SOAR: Students Online About Reading — Integrating Kidblog into the Rocketing Readers Program (ISTC 702, Summer 2010)
  - PowerPoint, notes view
  - PowerPoint (no notes)
- **Reflection**

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**Standard 4: Program Administration:** School library media candidates administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.
4.1 Managing information resources
- Utilize collection analysis and evaluation research and techniques to ensure a balanced collection that reflects diversity of format and content, reflecting our multicultural society
- Design plans for collection development and analysis and policies that ensure flexible and equitable access to facilities and resources
- Develop procedures to analyze the effectiveness of library media policies, procedures, and operations
- Ensure that policies and procedures are in place to support intellectual freedom and the privacy of users of all ages

| Collection Development Policy (ISTC 615, Fall 2009) |
| Censorship wiki (ISTC 615, Fall 2009) |
| Banned Books Week wiki (ISTC 601, Spring 2010) |
| Book Evaluations (SLM 504, Summer 2010) |
  | The Storm in the Barn |
  | Claudette Colvin: Twice Toward Justice |
| Project-based browsing displays, Catonsville Middle School (ISTC 789, Fall 2010) |
| Reflection |

4.2 Managing program resources: Human, financial, physical
- Organize, manage, and assess all human, financial and physical resources of the library media program
- Advocate for ongoing administrative support for library media program and policies.
- Actively seek alternative sources of funding for the library media program within and outside the school community

| Budget Exercise and Grant Proposal (ISTC 601, Spring 2010) |
  | Library Budget (pages 1-5, 11) and Lowe's Toolbox for Education (pages 6-11) |
| Facility Design Presentation (ISTC 601, Spring 2010) |
| Reflection |
### 4.3 Comprehensive and collaborative strategic planning and assessment

- Collaborate with teachers, administrators, students, and others in the community to develop, implement, and assess long-term strategic plans
- Align the library media program with the information literacy standards and the school’s goals, objectives, and content standards
- Use quantitative and qualitative methods of data collection and analysis to assess data and make decisions on which to base plans and policies

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| **SOAR: Students Online About Reading:** Integrating Kidblog into the Rocketing Readers Program (ISTC 702, Summer 2010) | **Collaborative Instructional Unit: Text Features (ISTC 601, Summer 2010)**  
  - Lesson plan, PowerPoint |
| **Wiki orientation and introduction,** Catonsville Middle School (ISTC 789, Fall 2010) | **Reflection** |