

## Continuing Education/Graduate School of Education

*Preparing professionals to meet our diverse community's lifelong  
educational needs.*

## Library Media Endorsement Program

Practicum Supervisors/Instructor:

Deanna Draper

[draperd@pdx.edu](mailto:draperd@pdx.edu)

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# LIBRARY PRACTICA FAQs

- **What practicum classes am I required to take at PSU?**

LIB 509: Initial Practicum. Sign up for Elementary, Middle, or High School practicum.

LIB 561, 562, or 563: Advanced Practicum. Elementary (561), Middle (562), or High (563) School.

**Note: One of these practica must be in an elementary school library. The other must be in a middle or high school library.**

- **When are these practica offered by PSU?**

LIB 509: Initial Practicum--Fall Term & Winter Term LIB 561, 562 or 563: Advanced Practicum--Spring Term

- **How will I get placed in a school library practicum site?**

1) At least one \*term\* in advance, please complete a Practicum Placement Request Form online at [http://www.ceed.pdx.edu/student\\_placement\\_form.shtml](http://www.ceed.pdx.edu/student_placement_form.shtml)

2) Please email an electronic copy of your resume to [fieldplacement@pdx.edu](mailto:fieldplacement@pdx.edu) as an email attachment in RTF, TXT, MS Word, or PDF format. Indicate "Educational Media/Librarianship program" in the subject line.

3) Register for the appropriate practicum:  
LIB 509 Initial Practicum: Elementary;  
LIB 509 Initial Practicum: Middle School; or  
LIB 509 Initial Practicum: High School

LIB 561 Advanced Practicum: Elementary;  
LIB 562 Advanced Practicum: Middle School; or  
LIB 563 Advanced Practicum: High School

If you have any questions about your practicum placement, contact Penny Jasso, field placement coordinator at [jassop@pdx.edu](mailto:jassop@pdx.edu).

- **How many hours do I need to complete in each practicum?** LIB 509, Initial Practicum: A

minimum of 90 contact hours. LIB 561, 562 or 563, Advanced Practicum: A minimum of 90 contact hours. Note: Up to 16 hours in each practicum may be alternate activities, as approved in advance by your practicum supervisor.

- **What kinds of alternate experiences/activities may count toward my practicum hours?**

- Attend the fall or spring OASL conference or other professional library, literacy or technology conference

- Attend a talk by a children's or young adult author or illustrator

- Attend a district-sponsored media specialist meeting

- Attend a book fair training session

- Attend a technology training session conducted by a school district

- Others as pre-approved by the practicum supervisor

- **Can I get started on my practicum hours before the class starts?** Yes, but you need to contact your practicum supervisor, in advance. Your supervisor will make sure you are placed with a school library media specialist who has the necessary qualifications to host/mentor a practicum student. *Do not attempt to make your own placement by independently contacting a potential practicum mentor.*

- **What qualifications should my practicum mentor have?** A practicum mentor must have a current school library media endorsement and must have at least two years experience in this career field.

- **What happens if I can't finish my practicum hours in one term?** You can take an incomplete until you finish your practicum hours or assignments. You have one year to convert an incomplete into a pass/no pass.

- **Who can I contact if I have other questions about the practica?**

Deanna Draper

[draperd@pdx.edu](mailto:draperd@pdx.edu)

503-725-8579 (voice mail)

**Continuing Education/Graduate School of Education  
Portland State University**

*“Meeting our Communities’ Lifelong Educational Needs.”*

**Course Identification Information**

Lib 509: Initial Practicum (3 credits). Pass/No Pass

Fall Term – Off-campus. Locations TBA upon placement at school practicum site.

Winter Term – Off-campus. Locations TBA upon placement at school practicum site.

**Instructor/Practicum Supervisor**

Deanna Draper

[draperd@pdx.edu](mailto:draperd@pdx.edu)

**Disability Access Information**

Students needing an accommodation should immediately inform the course instructor. Students will be referred to disability Services (503-725-4005) to document their disability and to provide support services when appropriate.

**GSE Conceptual Framework**

**Vision Statement:** Preparing professionals to meet our diverse community’s life-long educational needs.

**GSE Goals and Purposes:**

Prepare our candidates to provide leadership in:

1. Diversity and Inclusiveness
  - To work in diverse settings
  - To create inclusive and therapeutic environments
2. Research-Based Practices and Professional Standards
  - To critically analyze and implement research-based practices
  - To demonstrate appropriate professional knowledge, skills, & dispositions
3. Impacting Learning and Development
  - To ensure all learners and clients succeed
  - To use technology to enhance learning
  - To influence policy and provide leadership for organizations.
4. Evidence-Informed Decision Making
  - To use evidence to address problems of practice and make educational and therapeutic decisions.

### **SPA Learning Objectives**

- To become familiar with the role of the school librarian/media specialist
- To observe and assist with a range of skills and tasks
- To reflect on the role and importance of the school librarian/media specialist

### **Narrative Course Description**

An initial experience consisting of an overview of the roles and responsibilities of either an elementary, middle, or high school library media specialist in a school library media center under the supervision of a library media specialist and a university supervisor. Prerequisite: Admission to the Educational Media Librarianship Endorsement Program.

### **Required Material and Reference Materials**

No textbook is used. Various forms needed are available on-line at the course site.

### **Course Objectives**

The purpose of this Initial Practicum is to give the student an opportunity to:

- Gain an awareness of the various roles and responsibilities of the school library media specialist
- Become familiar with the organizational structure of a school library media center
- Begin to develop a repertoire of teaching, planning and organizational skills in a school library setting
- Observe the collaboration between the school library media specialist and the classroom teachers
- Begin to develop a professional network within the school library media community

### **Class Schedule with Topics & Assignment Due Dates**

**1 90 hours of contact time** -- Each practicum student will complete a minimum of 90 hours of practicum experiences in an early childhood, elementary, middle or high school library. Up to 16 of these hours can consist of alternate activities such as attending the Oregon Educational Media Association (OEMA) fall conference, attending children's/young adult author visits, attending a district media specialist meeting, or other professional library activities as approved by the instructor.

**2 Practicum Journal** -- Write daily or weekly entries, including times, that describe your activities, observations, thoughts and reactions to your practicum experience. Due Monday of each week. *Send to instructor via course website.*

**3 Media Program Profile** — You will be required to visit two school libraries at the same level as your practicum. Following your visit, you will write a 1-2 page summary of your observations of each of the two schools. Your visitation contact time will be added to your practicum journal. Turn in this assignment to the instructor via course website.

**4 Practicum Checklist** — You and your mentor will use this as a guide to the practicum. Your mentor and university supervisor will need to sign this checklist at the end of the term. You will turn in the original and keep a copy for yourself at the end of the term.

**First Saturday of term** — Organizational meeting at PSU.

**Beginning of term** — You will be placed at a school library practicum site and will receive notification of your placement. You will contact your practicum mentor to establish a schedule that will allow you to complete the required 90 hours of contact time in a school library.

*Your practicum supervisor will visit your practicum site during the practicum to ensure that you are making adequate progress toward completing the practicum requirements.*

**Last Saturday of term** –Concluding meeting at PSU

### **Grading Scale**

Completion of the hours and assignments listed above will result in a pass

Failure to complete the course requirements will result in an incomplete which must be finished within the year.

**Continuing Education/Graduate School of Education  
Portland State University**

*“Meeting our Communities’ Lifelong Educational Needs.”*

**Course Identification Information**

Lib 561 (Elementary School), Lib 562 (Middle School), Lib 563 (High School)

Final Practicum (3 credits). Pass/No Pass

Spring Term – Off-campus. Locations TBA upon placement at school practicum site.

**Instructor/Practicum Supervisor**

Deanna Draper

[draperd@pdx.edu](mailto:draperd@pdx.edu)

**Disability Access Information**

Students needing an accommodation should immediately inform the course instructor. Students will be referred to disability Services (503-725-4005) to document their disability and to provide support services when appropriate.

**GSE Conceptual Framework**

**Vision Statement:** Preparing professionals to meet our diverse community’s life-long educational needs.

**GSE Goals and Purposes:**

Prepare our candidates to provide leadership in:

1. Diversity and Inclusiveness
  - To work in diverse settings
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2. Research-Based Practices and Professional Standards
  - To critically analyze and implement research-based practices
  - To demonstrate appropriate professional knowledge, skills, & dispositions
3. Impacting Learning and Development
  - To ensure all learners and clients succeed
  - To use technology to enhance learning
  - To influence policy and provide leadership for organizations.
4. Evidence-Informed Decision Making
  - To use evidence to address problems of practice and make educational and therapeutic decisions.

### **SPA Learning Objectives**

- To practice the role of the school librarian/media specialist
- To take responsibility for a range of skills and tasks
- To reflect on the role and importance of the school librarian/media specialist

### **Narrative Course Description**

This practicum is a planned experience consisting of practical application of the full range of roles and responsibilities of a library media specialist in a school library media center under the supervision of a library media specialist and a university supervisor. Prerequisite: Admission to the Educational Media Librarianship Endorsement Program and completion of the Educational Media Librarianship Endorsement courses. Exceptions to the course completions may be arranged with the permission of the university supervisor (Deanna Draper).

### **Required Material and Reference Materials**

No textbook is used. Various forms needed are available on-line at the course site.

### **Course Objectives**

The purpose of this Initial Practicum is to give the student an opportunity to:

- Gain an awareness of the various roles and responsibilities of the school library media specialist
- Become familiar with the organizational structure of a school library media center
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### **Class Schedule with Topics & Assignment Due Dates**

- 1. 90 hours of contact time** -- Each practicum student will complete a minimum of 90 hours of practicum experiences in an early childhood, elementary, middle or high school library. Up to 16 of these hours can consist of alternate activities such as attending the Oregon Educational Media Association (OEMA) fall conference, attending children's/young adult author visits, attending a district media specialist meeting, or other professional library activities as approved by the instructor.
- 2. Practicum Journal** -- Write daily or weekly entries, including times, that describe your activities, including your thoughts and reactions to your practicum experience Due Monday of each week. *Send to instructor via course website.*
- 3. Media Program Profile** — You will be required to visit two school libraries at the same level as your practicum. Following your visit, you will write a 1-2 page summary of your observations of each of the two schools. Your visitation contact time will be added to your practicum journal. Turn in this assignment to the instructor

via course website.

4. **Practicum Checklist** — You and your mentor will use this as a guide to the practicum. Your mentor and university supervisor will need to sign this checklist at the end of the term. You will turn in the original and keep a copy for yourself at the end of the term.
5. **Seminar Discussion**—Each week the instructor will post a question or problem in the discussion forum on the course webpage. Participation in these discussions is required weekly. *Discussion policy: Because students may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times.*
6. **Practicum Supervision Visits**—Your practicum supervisor will visit you and your mentor during your practicum experience in order to provide guidance and evaluate your progress toward completing the practicum requirements. These visits will be at mutually agreed upon dates and times.
7. **Videotaped Library/Media Lesson**—Each student will demonstrate how they assist students in the library/media center to use, access, analyze and present information. This lesson must be videotaped and turned in to your instructor by the end of the term. A self-reflection by the student must accompany the videotape.

**First Saturday of term** — Organizational meeting at PSU.

**Beginning of term** — You will be placed at a school library practicum site and will receive notification of your placement. You will contact your practicum mentor to establish a schedule that will allow you to complete the required 90 hours of contact time in a school library.

*Your practicum supervisor will visit your practicum site during the practicum to ensure that you are making adequate progress toward completing the practicum requirements.*

**Last Saturday of term** —Concluding meeting at PSU

### **Grading Scale**

Completion of the hours and assignments listed above will result in a pass

Failure to complete the course requirements will result in an incomplete which must be finished within the year.

## Assignment: Media Program Profile

**LIB 509: Initial Practicum.** Spend about 2 hours in an elementary, middle, or high school media center. (Visit a library at the same level as your current practicum, but not at your practicum site.) During your visit, compare this library media center and its program of instruction and administration with the library media center to which you are assigned.

**LIB 561, 562, or 563: Advanced Practicum.** Visit two school libraries; one should be at the same level as your practicum, the other should be a level you haven't yet visited. For example, if you visited an elementary library during LIB 509 and you're doing this practicum at a high school, then you should visit a high school and a middle school. Spend about 2 hours during your visit, collecting the information outlined below.

Write a one- to two-page profile including the following:

### **School**

- . location
- . community
- . student population

### **Media Center Operations**

- . physical description of facility
- . media staff make up and responsibilities
- . circulation/automation system
- . evaluation and selection procedures
- . cataloging
- . budgeting

### **Media program**

- . scheduling
- . instructional program
- . promotional program
- . curriculum planning

In addition to a general profile, feel free to comment on anything you feel is outstanding or unique about the media program at this school.

Turn in this assignment to your instructor at the end of the term. The time you spend visiting this school can be added to your total practicum time in your journal.





Student: Student, Training

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This checklist outlines the "Knowledge, Skills and Abilities" that the State of Oregon expects of individuals seeking a library/media endorsement, and follows the standards established by the American Library Association and the American Association of School Librarians. This form serves as a guideline for practicum students and their mentors. Please provide feedback on those activities and skills that candidates have observed, participated in, assisted with, or implemented. This will provide valuable information about our program and our candidates.

print ?

**Library/Media Practicum Checklist**

**Please note: all fields in this section must be entered before you can submit this form.**

* Term	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring
* Year	<input type="text"/>
* Authorization Level(s):	<input type="checkbox"/> Early childhood (preK-4) <input type="checkbox"/> Elementary (3-8) <input type="checkbox"/> Middle Level (5-9) <input type="checkbox"/> High School (7-12)
* School Name:	<input type="text"/>
* Cooperating Professional/Mentor Name:	<input type="text"/>
* This evaluation is for:	<input type="radio"/> Initial Practicum <input type="radio"/> Final Practicum

[Calculate Scores](#)

**Summary of Evaluation**

**Please note: all fields in this section must be entered before you can submit this form.**

* The candidate has met the objectives of this field experience.	<input type="radio"/> Yes <input type="radio"/> No
* The results of this evaluation have been shared in an evaluation conference with the candidate.	<input type="radio"/> Yes <input type="radio"/> No
* Date of conference	<input type="text"/> <a href="#">Choose date</a>

Comments:	Please feel free to include an additional comments here.
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Calculate Scores

**Standard 3: Library Media candidates demonstrate skill in use of information and ideas: Candidates must:**

Criterion	Performance Rating				Score
	1	2	3	4	
<p><b>Encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. Candidates:</b></p> <p>Demonstrate ways to establish and maintain a positive educational climate in the library media center;  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
<p>Identify relationships among facilities, programs, and environment that impact student learning; and  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
<p>Plan and organize library media centers according to their use by the learning community.  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
<p><b>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:</b></p> <p>Support flexible and open access for the library media center and its services;  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
<p>Identify barriers to equitable access to resources and services;  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
<p>Facilitate access to information in print,</p>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>

nonprint, and electronic formats; and <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
Comply with and communicate the legal and ethical codes of the profession. <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
<b>Promote efficient and ethical information-seeking behavior as part of the school library program and its services. Candidates:</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
Model strategies to locate, evaluate and use information for specific purposes; <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
Identify and address student interests and motivations; <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
Interact with the learning community to access, communicate and interpret intellectual content; and <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
Adhere to and communicate legal and ethical policies. <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
<b>Create a positive educational environment which promotes reading, literacy, and use of appropriate technology for diverse learners. Candidates:</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
Are aware of major trends in reading material for children and youth; <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
Select materials in multiple formats to address the needs and interests of diverse young readers and learners; and <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
Use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading. <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
				<b>Total Score:</b>	<input type="text"/>

Calculate Scores

**Standard 4: Library Media Candidates demonstrate skill in teaching and learning. Candidates must:**

Criterion	Performance Rating				Score
<b>Model and promote collaborative planning and the use of technology</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>

	Observed	Participated	Assisted	Implemented	
<p><b>tools with teachers in order to teach concepts and skills of information processes integrated with classroom curriculum. Candidates:</b></p> <p>Work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools; and</p> <p><b>NA</b> <input type="checkbox"/></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>Analyze the role of student interest and motivation in instructional design. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.</p> <p><b>NA</b> <input type="checkbox"/></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p><b>Partner with other education professionals to develop and deliver an integrated information literacy curriculum. Candidates:</b></p> <p>Employ strategies to integrate the information literacy curriculum with content curriculum;</p> <p><b>NA</b> <input type="checkbox"/></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>Incorporate technology to promote efficient and equitable access to information beyond print resources; and</p> <p><b>NA</b> <input type="checkbox"/></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>Assist students to use technology to access, analyze, and present information.</p> <p><b>NA</b> <input type="checkbox"/></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p><b>Design and implement instruction that supports student interests, needs, and experiences to assure successful learning. Candidates:</b></p> <p>Design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction; and</p> <p><b>NA</b> <input type="checkbox"/></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>Support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement.</p> <p><b>NA</b> <input type="checkbox"/></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
				<b>Total Score:</b>	<input type="text"/>

Calculate Scores

Standard 5: Demonstrated skill in professional collaboration and leadership. Candidates must:					
Criterion	Performance Rating				Score
<p><b>Provide leadership and establish connections with the greater library and education community. Candidates:</b></p> <p>Demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures;  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 <hr/> Observed	<input type="radio"/> 2 <hr/> Participated	<input type="radio"/> 3 <hr/> Assisted	<input type="radio"/> 4 <hr/> Implemented	<input type="text"/>
<p>Articulate the role of their professional associations and journals in their own professional growth;  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 <hr/> Observed	<input type="radio"/> 2 <hr/> Participated	<input type="radio"/> 3 <hr/> Assisted	<input type="radio"/> 4 <hr/> Implemented	<input type="text"/>
<p>Model, share, and promote ethical and legal principles of education and librarianship; and  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 <hr/> Observed	<input type="radio"/> 2 <hr/> Participated	<input type="radio"/> 3 <hr/> Assisted	<input type="radio"/> 4 <hr/> Implemented	<input type="text"/>
<p>Acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 <hr/> Observed	<input type="radio"/> 2 <hr/> Participated	<input type="radio"/> 3 <hr/> Assisted	<input type="radio"/> 4 <hr/> Implemented	<input type="text"/>
<p><b>Articulate the relationship of the library media program with current educational trends and important issues. Candidates:</b></p> <p>Recognize the role of other educational professionals and professional associations;  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 <hr/> Observed	<input type="radio"/> 2 <hr/> Participated	<input type="radio"/> 3 <hr/> Assisted	<input type="radio"/> 4 <hr/> Implemented	<input type="text"/>
<p>Translate for the school the ways in which the library program can enhance school improvement efforts; and  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 <hr/> Observed	<input type="radio"/> 2 <hr/> Participated	<input type="radio"/> 3 <hr/> Assisted	<input type="radio"/> 4 <hr/> Implemented	<input type="text"/>
<p>Use information found in professional journals to improve library practice  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 <hr/> Observed	<input type="radio"/> 2 <hr/> Participated	<input type="radio"/> 3 <hr/> Assisted	<input type="radio"/> 4 <hr/> Implemented	<input type="text"/>
<p><b>Provide and promote learning opportunities for the school community with a focus on information technology, information literacy, and literature appreciation. Candidates:</b></p> <p>Are able to articulate the relationship of the library media program with current educational trends and important issues;  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 <hr/> Observed	<input type="radio"/> 2 <hr/> Participated	<input type="radio"/> 3 <hr/> Assisted	<input type="radio"/> 4 <hr/> Implemented	<input type="text"/>
<p>Recognize the role of other educational professionals and professional associations;  <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 <hr/> Observed	<input type="radio"/> 2 <hr/> Participated	<input type="radio"/> 3 <hr/> Assisted	<input type="radio"/> 4 <hr/> Implemented	<input type="text"/>

Translate for the school the ways in which the library program can enhance school improvement efforts; and <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
Use information found in professional journals to improve library practice. <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
				<b>Total Score:</b>	<input type="text"/>

Calculate Scores

**Standard 6: 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. Candidates must:**

Criterion	Performance Rating				Score
	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	
<p><b>Apply leadership, collaboration and technology skills to design and manage a student-centered program that is current, comprehensive, and integrated within the school. Candidates:</b></p> <p>Develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies. <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
<p><b>Ensure their school library programs focus on students' diverse learning and achievement. Candidates:</b></p> <p>Support intellectual freedom and privacy of users; and <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
<p>Plan for efficient use of resources and technology to meet diverse user needs. <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
<p><b>Adhere to the principles of the school library profession which include selecting, organizing, managing, and developing procedures and policies for print and electronic information resources. Candidates:</b></p> <p>Select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs; and <b>NA</b> <input type="checkbox"/></p>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
<p>Organize the library media facility and its collections – print, nonprint and electronic,</p>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>

according to standard accepted practice.

NA

Observed Participated Assisted Implemented

**Assess and manage financial, physical, and human resources. Candidates:**

1  2  3  4

Observed Participated Assisted Implemented

Apply accepted management principles and practices that relate to personnel,

NA

Plan adequate space for individuals, small groups and whole classes.

NA

1  2  3  4

Observed Participated Assisted Implemented

**Total Score:**

Calculate Scores

**Standard 7: Skill in use of technology. Candidates must:**

Criterion	Performance Rating				Score
Demonstrate a sound understanding of technology operations and concepts; NA <input type="checkbox"/>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
Implement curriculum plans that include methods and strategies for applying technology to maximize student learning; NA <input type="checkbox"/>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
Use technology to enhance their productivity and professional practice; and NA <input type="checkbox"/>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
Understand the social, ethical, and legal issues surrounding the use of technology in schools and apply those principles in practice. NA <input type="checkbox"/>	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>
				<b>Total Score:</b>	<input type="text"/>

Calculate Scores

**Standard 8: Skill in cultural competency. Candidates must:**

Criterion	Performance Rating				Score
Strive to enhance resources, services, programs and instructional strategies that promote equitable learning opportunities and success for all students, regardless of native language, socioeconomic background, ethnicity, gender, disability, or other individual characteristics; and	<input type="radio"/> 1 Observed	<input type="radio"/> 2 Participated	<input type="radio"/> 3 Assisted	<input type="radio"/> 4 Implemented	<input type="text"/>

**NA**

Ensure that staff and students have access to all library resources to assist them in working effectively with those in the school community with different native languages, socioeconomic backgrounds, ethnicities, genders, disabilities, and other individual characteristics.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
	Observed	Participated	Assisted	Implemented	

**NA**

**Total Score:**

**Grade**

Grade	<input type="text"/>
Total Score	<input type="text"/>