Name _____ Date _____

Student ID # _____ Email _____

School Library Graduate Program Plan

Degree Status: school, degree, date   *Certification Status*   *Desired Plan*

Bachelor's _____ Elementary _____   Master's Degree _____

Master's _____ Secondary _____   Candidate has M.S. _____

                                                     NONE * _____   and chooses Certification only

MATRICULATION / FULL ACCEPTANCE

_____ Satisfactory application essay, indicating knowledge of professional associations and job responsibilities
_____ Transcripts, minimum undergraduate GPA of 3.0
_____ 3 reference forms, advisor approved
_____ Acceptable Praxis I test scores
_____ 9 satisfactory credits in required courses: SLM 503, SLM 506, SLM 509

COURSES

☐ SLM 501   Administration & Leadership   ☐ SLM 508   Learning Technologies
☐ SLM 502   Organization & Access   ☐ SLM 509   Instructional Collaboration
☐ SLM 503   Literature for Children   ☐ RSM 541   School Library Action Research
☐ SLM 504   Literature for Young Adults   ☐ SLM 552/3 Practicum (4 credits)
☐ SLM 505   Information Sources   ☐ SLM 550   Portfolio
☐ SLM 506   Collection Development   ☐ _____   Elective chosen with advisor

See Coordinator's page at http:///www2.mcdaniel.edu/slm for when to take what courses.

NOTE As specified by MSDE, ___if___ you do ___not___ have teacher certification, you must take additional courses at either the undergraduate or graduate level. Take the courses at the beginning of the program. At McDaniel, these courses are:

EDU 580 Learning and Teaching   PSY 510 Psychology of Exceptionality **OR** SED 572
EDU 581 Linking Instruction & Assessment   RDG 524 Materials for Reading Instruction **OR**
EDU 592/3 Field Experience   RDG 532 Reading in Content Area (secondary)

TRANSFER

For Degree, a maximum of 2 courses may be transferred, provided they have been taken within last 6 years			
Year	Number	Course Title	College

FOR MSDE Certification, undergraduate courses appear on Archway's Program Evaluation, not Transcript			
Year	Number	Course Title	College

By signing this plan, I agree to (1) adhere to all policies of the School Library Program and Graduate and Professional Studies at http://www.mcdaniel.edu and http://www2.mcdaniel.edu/slm; (2) check the accuracy of my information on Archway; and (3) seek opportunities for professional growth, including joining ALA professional organizations.

_____   _____
Candidate   Advisor

COURSE DESCRIPTIONS, OBJECTIVES, AND ASSIGNMENTS

SLM 501 Administration and Leadership

This course explores the roles of school librarians as stated in the 2009 AASL standards, **Empowering Learners: Guidelines for School Library Media Programs,** focusing on advocacy and leadership. Topics include the five roles of librarians: educational leader, instructional partner, information specialist, teacher, and program administrator. Candidates complete a leadership analysis, a professional development plan, an advocacy plan, create a school library website, and discuss course topics with a practicing school librarian. (Graduate Catalog)

OBJECTIVES

1. To analyze your personal leadership style; to 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; To plan for ongoing professional growth. (ALA/AASL 4.1,4.2, 4.3; CF 3)*
2. To identify stakeholders within and outside the school community who impact the school library program; to develop a plan to advocate for school library and information programs, resources, and services. (ALA/AASL 4.4; CF 1, 5)
3. To assess a school library program by using the 2009 AASL Standards **Empowering Learners: Guidelines for School Library Media Programs**. (ALA/AASL 4.3, 5.4; CF 1)
4. To develop a school library website that demonstrates your role as a leader, teacher, and information specialist. (ALA/AASL 2.2, 3.1, 3.2, 4.1; CF 1, 6)

ASSIGNMENTS

1. Leadership Analysis/Professional Development Plan 4.1, 4.2, 4.3
2. Advocacy Plan 4.4
3. School Library Program Assessment 4.3, 5.4
4. School Library Website 2.2,3.1,3.2,4.1

SLM 502 Organization & Access

This course examines the organization and evaluation of physical resources. Topics include facility design, intellectual freedom, policies and procedures, and cataloging. Candidates design library facilities that allow for equitable access to resources and services, collaborate on a policies and procedures wiki, and acquire skill in cataloging, using MARC 21, subject headings, and the Dewey Decimal Classification system. (Graduate Catalog)

OBJECTIVES

1. Candidates demonstrate their ability to develop solutions for addressing physical (floor plan), social, and intellectual barriers (intellectual freedom) for equitable access to resources and services. (ALA/AASL 3.2)

ALA/AASL stands for *Standards for Initial Preparation of School Librarians* (2010); CF means our Educational Unit's Conceptual Framework of Knowledge, Diversity, Professional Dispositions, Reflection, Communication, and Technology.

2. To organize school library collections according to current library cataloging and classification principles—Library of Congress subject headings and Dewey Decimal numbers. (ALA/AASL 5.1)

3. To create MARC records to organize information resources(ALA/AASL 5.1)

4. To create a best practices wiki for all policies and procedures relating to administrative tasks, including budgeting, reconsideration policy, selection policy and procedures, circulation procedures, lost book policy, weeding, and clerk evaluation. (ALA/AASL 5.3)

ASSIGNMENTS

1. Floor Plan 3.2
2. Subject Headings and Dewey Decimal Classification 5.1
3. MARC Records 5.1
4. Policies and Procedures 5.3

SLM 503 Literature for Children

This course presents new and outstanding titles in literature for children in grades pre-kindergarten through sixth. Topics include authors and illustrators, fiction and nonfiction, literature in other media formats, principles of selection, using literature in the classroom, and reading for pleasure and life-long learning. Candidates read books, discuss them in class, identify strategies for encouraging students to read, and create an annotated bibliography of books appropriate for elementary school students. (Graduate Catalog)

OBJECTIVES

1. To become familiar with a wide range of P-6th grade literature—picture books, fiction, and nonfiction—in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. (ALA/AASL 2.1; CF 1, 2)

2. To collect, share, and use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading. (ALA/AASL 2.2 ; CF 1, 3, 5)

3. To collect reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-6th grade students. (ALA/AASL 2.3; CF 1, 5)

4. To collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text. (ALA/AASL 2.4; CF 1)

5. To use professional selection tools and recommended reading lists from professional organizations such as ALA/ALSC, the national social studies and science teachers' associations, and to know a variety of book awards including Caldecott, Newbery, Coretta Scott King, Pura Belpré, Sibert, and state reading awards; (ALA/AASL 5.1; CF 1, 2, 6)

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6. To become aware of your district's library selection criteria policy and to create your personal selection policy for picture books, fiction, and informational books appropriate for K-6th grade students; (ALA/AASL 5.1; CF 1,3,4,5)

ASSIGNMENTS

1. Picture Book and Easy Reader Bibliography 2.1, 2.3
2. Fiction Bibliography and Reading Promotion Activity 2.1, 2.2, 2.3
3. Nonfiction Bibliography and Reading Instructional Strategy 2.1, 2.4
4. Final Bibliography and Diversity Bibliography 2.1, 2.2, 2.3

SLM 504 Literature for Young Adults

This course presents new and outstanding titles in literature for young adults in grades sixth through twelfth. Topics include authors, fiction and nonfiction, literature and other media formats, principles of selection, using literature in the classroom, and reading for pleasure and lifelong learning. Candidates read books, discuss them in class, identify strategies for encouraging students to read, create an annotated bibliography of books appropriate for middle and high school students and present book talks with teens.

OBJECTIVES

1. To demonstrate a sound knowledge of young adult books, authors and magazines. (CF 1; ALA/AASL 2.1)
2. To design creative and innovative activities that promote reading for learning, reading for pleasure and reading for lifelong learning.(CF 1,2,; ALA/AASL 2.2)
3. To establish reading programs and bibliographies of resources that meet the needs of all young adults regardless of diversity or other special needs. (CF 2; ALA/AASL 2.3)
4. To evaluate and select print and nonprint resources for young adults using a wide variety of professional selection tools. (CF 1; ALA/AASL 2.1)
5. To incorporate young adult literature into established instructional units using a wide variety of reading instructional strategies. (CF 1, 5; ALA/AASL 2.4)
6. To develop strategies for providing reading guidance to young adults .(CF 1, 5; ALA/AASL 2.1, 2.2)

ASSIGNMENTS

1. Bibliography 2.1
2. Reading Guidance Web 2.2
3. Author Presentation 2.1
4. Reading Promotion Plan 2.2

ALA/AASL stands for *Standards for Initial Preparation of School Librarians* (2010); CF means our Educational Unit's Conceptual Framework of Knowledge, Diversity, Professional Dispositions, Reflection, Communication, and Technology.

SLM 505 Information Sources

This course explores information sources and services for the diverse learning community. Topics include selecting and evaluating all information sources including databases, ebooks, and emerging technologies as well as developing multiple strategies for students to locate, evaluate, and ethically use information. Candidates prepare an information sources bibliography, design activities using reference sources, and integrate information sources into curricular units. (Graduate Catalog)

OBJECTIVES

1. To prepare an information sources bibliography consisting of at least 30 sources—websites, databases, and ebooks. (ALA/AASL 3.1, 5.1; CF 1)
2. To create two pathfinders for specific content area in a grade level that model multiple strategies to locate, evaluate, and ethically use information for specific purposes. (ALA/AASL 3.1, 3.2; CF 1)
3. To create two sets of database instructions using current digital tools. (ALA/AASL 3.2, 3.3; CF 1,6)
4. To create a reference webpage that provides links to your information sources, public library, pathfinders, database instructions, and legal and ethical policies such as plagiarism, copyright, acceptable use, intellectual freedom, privacy, and equitable access. (ALA/AASL 3.1, 3.2, 3.3, 4.1, 5.1, 5.2; CF 1,6)

ASSIGNMENTS

1. Information Sources Bibliography 3.1, 5.1
2. Curriculum Unit Pathfinders 3.1, 3.2
3. Database Instructions 3.2, 3.3
4. Reference Web Page 3.1, 3.2, 3.3, 4.1, 5.1, 5.2

SLM 506 Collection Development

This course examines how to create a collection that supports the learning needs of the students and faculty. Topics include school curriculum, selection tools, policies, and the procedures for developing, maintaining, and evaluating the collection. Candidates complete a community and school analysis, create a curriculum chart, prepare a materials order, and evaluate a portion of a library collection through collection mapping and other assessment techniques. (Graduate Catalog)

OBJECTIVES

1. To use data and information to learn how to develop a quality collection by conducting a school and community analysis and by creating a school curriculum chart at either the elementary, middle, or high school level. (ALA/AASL 1.1, 5.4; CF 1)
2. To evaluate and select print, non-print, and digital resources by 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. (ALA/AASL 5.1, 3.2; CF 1,2)

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3. To demonstrate the ability to develop a collection of reading and information materials in print and digital formats that supports the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities. (ALA/AASL 5.1, 2.3; CF 1)

4. To analyze and evaluate a library collection according to criteria such as age, circulation, and usefulness and to explain this information to the staff. (ALA/AASL 3.4, 5.1; CF 1, 3)

ASSIGNMENTS

1. School Analysis/Curriculum Chart 1.1, 5.4
2. Selection Sources 3.2, 5.1
3. Collection Evaluation 3.4, 5.1
4. Materials Order 2.3, 5.1

SLM 508 Learning Technologies

This course examines the current and emerging web-based technologies that support the P-12 setting and school library program. Topics include digital citizenship, professional collaboration and communication, and the integration of emerging technologies in instruction. Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning by using digital tools and resources. (Graduate Catalog)

OBJECTIVES

1. To discuss and model digital citizenship and responsibility. (ALA/AASL 5.2; CF1,6)
2. To collaborate as members of social and intellectual network of learners, using social media and other web-based technologies. (ALA/AASL 4.1; CF 1,6)
3. To integrate the use of emerging technologies into instruction as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking, and creative processes. (ALA/AASL 1.4; CF1,6)
4. To demonstrate ability to engage students in authentic learning by using digital tools and resources. (ALA/AASL 3.3; CF 1,6)

ASSIGNMENTS

1. Blogging 3.3, 4.1, 5.2
2. Digital Storytelling/Web 2.0 Tool 1.1, 3.1, 3.3
3. Technology Research Voice Thread 1.4, 3.3, 4.1
4. Designing and Delivering Digital Experiences 1.4, 3.3, 4.1, 5.2

SLM 509 Instructional Collaboration

This course examines the librarian's role of instructional partner and teacher. Topics include the AASL Standards for 21st Century Learners, collaborative planning, implementation of effective instructional

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strategies, and assessment in an inquiry-based approach to learning. Candidates design inquiry-based lesson plans and a unit plan, visit school libraries to observe collaborative environments, develop an in-service presentation, and explore ways to improve student learning in the school library. (Graduate Catalog)

OBJECTIVES

1. To define the role of the school librarian in collaborative partnerships.(ALA/AASL 1.3; CF 1,3)*
2. To create an in-service program that promotes the process and benefits of collaboration. (ALA/AASL 1.3, 1.4; CF 1,5)
3. To design an inquiry-based unit to meet 21st century information literacy skills and student curriculum standards.(ALA/AASL 1.1, 1.2, 1.4; CF 1)
4. To generate two lessons based on AASL Standards for the 21st-Century Learner that engage students' interests, address multiple literacies, and support the learning of all students.(ALA/AASL 1.1, 1.4; CF 1)
5. To identify and create diagnostic, formative and summative assessment tools that are used in instruction and are designed collaboratively. (ALA/AASL 1.1, 1.2; CF 1)
6. To develop competence in using various instructional strategies to increase students' conceptual understanding and critical thinking skills.(ALA/AASL 1.1,1.2; CF 1,2)

ASSIGNMENTS

1. Visit/interview two school librarians at different levels while they are teaching 1.3
2. Inquiry-based unit 1.1, 1.2, 1.4
3. Two lesson plans using the AASL's *Standards for the 21st Century Learner* 1.1, 1.4
4. In-service on benefits and process of collaboration 1.3, 1.4

SLM 550 PROFESSIONAL PORTFOLIO

In this course, candidates create a digital portfolio, demonstrating they have met the five standards for certification established by the 2010 AASL Standards for Initial Preparation of School Librarians: (1) teaching for learning, (2) literacy and reading, (3) information and knowledge, (4) advocacy and leadership, and (5) program management and administration. Candidates align artifacts with the standards and elements, compose reflection statements, and collaborate with peers through the revision process. (Graduate Catalog)

OBJECTIVES

1. To review, revise, and select previous course artifacts that show achievement of the five ALA/AASL standards and elements. (ALA/AASL 1-5; CF 1)
2. To compose reflection statements how their artifacts meet the Target or Acceptable ALA/AASL standards and elements. (ALA/AASL 1-5; CF 4)
3. To critique their peers' artifacts and reflection statements. (ALA/AASL 1-5; CF 1,5)
4. To construct a well-designed portfolio. (ALA/AASL 1-5; CF 4-6)

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ASSIGNMENTS

1. Standard 1
2. Standards 2-3
3. Standards 4-5
4. Final Portfolio

SLM 552 PRACTICUM IN SCHOOL LIBRARIANSHIP

This course provides candidates the opportunity to gain practical experience in a school library under the supervision of a certified librarian and a McDaniel College instructor. (The practicum is 99 hours; candidates who are not certified teachers must demonstrate 40 hours engaged in direct teaching or working with students.) Candidates create a thematic literature activity; plan and implement a staff inservice; develop, implement, and assess a collaborative lesson with a content teacher; evaluate the library using state and national standards; and reflect on their experiences. Candidates are encouraged to collect the data for their action research project created in RSM 541. (Graduate Catalog)

OBJECTIVES

1. To demonstrate in action an understanding of the American Association of School Librarian's professional guidelines as stated in *Empowering Learners* and in the 2010 *ALA/AASL Standards for Initial Preparation of School Librarians*: (1) Teaching for Learning, (2) Literacy and Reading, (3) Information and Knowledge, (4) Advocacy and Leadership, and (5) Program Management and Administration.

2. To embrace the *McDaniel College Graduate Studies Theme* and demonstrate that you are a "caring, reflective practitioner who facilitates learning for all students in a diverse and technological society."

ASSIGNMENTS

1. Thematic Literature Activity 2.1, 2.2
2. Collaborative Lesson 1.1, 1.2, 1.3, 1.4
3. Staff In-service 4.4
4. Program Assessment 5.4
5. Practicum Learning/Reflection Log

SLM 553 PRACTICUM IN SCHOOL LIBRARIANSHIP, ADVANCED

This course provides candidates currently employed as school librarians the opportunity to gain more experience by working under the supervision of a McDaniel College instructor. Candidates create a thematic literature activity; plan and implement a staff inservice; develop, implement, and assess a collaborative lesson with a content teacher; evaluate the library using state and national standards; and reflect on their experiences. Candidates are encouraged to collect the data for their action research project created in RSM 541. (Graduate Catalog)

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OBJECTIVES

1. To demonstrate in action an understanding of the American Association of School Librarian's professional guidelines as stated in *Empowering Learners* and in the 2010 *ALA/AASL Standards for Initial Preparation of School Librarians*: (1) Teaching for Learning, (2) Literacy and Reading, (3) Information and Knowledge, (4) Advocacy and Leadership, and (5) Program Management and Administration.

2. To embrace the *McDaniel College Graduate Studies Theme* and demonstrate that you are a "caring, reflective practitioner who facilitates learning for all students in a diverse and technological society."

ASSIGNMENTS

1. Thematic Literature Activity 2.1, 2.2
2. Collaborative Lesson 1.1, 1.2, 1.3, 1.4
3. Staff In-service 4.4
4. Program Assessment 5.4
5. Practicum Learning/Reflection Log

RSM 541 School Library Action Research

COURSE DESCRIPTION

This course provides an overview of the key concepts and practices of action research as it can be applied in a school library setting. Topics include current school library research, appropriate educational-applied research, and how to conduct an action research project. Candidates develop the beginning of an action research project by identifying a problem, reviewing the research literature, developing problem statements and research questions, and developing data collection tools with the expectation that it will be implemented in SLM 552/553. (Graduate Catalog)

OBJECTIVES

1. To describe the characteristics of action research. (ALA/AASL 3.4, 4.2; CF 1; MTTS II.A.1)*
2. To discuss and explain the rationale for conducting action research for school library programs. (ALA/AASL 3.4, 4.2; CF 1 ,5 ; MTTS II.A .1)
3. To analyze and discuss school-based action research projects. (ALA/AASL 3.4, 4.2, 5.4; CF 1,5; MTTS I.2 , I.4)
4. To examine the various research methods and technology that is used for data collection in action research. (ALA/AASL 3.1, 3.4; C F 1 , 6 ; MTTS IV .1 , IV .2)
5. To develop the beginning of an action research project by identifying a problem, reviewing the research literature, developing problem statements and research questions, and developing data collection tools (ALA/AASL 3.4, 4.2, 4.3, 5.4; CF 1 ,5 ,6; MTTS I.2 , I.4 , I.B .2 , IV .3)

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ASSIGNMENTS

1. Interview with Practicing School Librarian 3.1, 5.4
2. Evaluate Published Action Research Project 3.4, 4.2, 5.4
3. Develop Problem Statement and Research Questions 5.4
4. Literature Review on Action Research Topic 4.2
5. Data Collection Tools Activity 3.1, 3.4
6. Multimedia Presentation of Research Project 3.4, 4.2, 4.3, 5.4

ALA/AASL stands for *Standards for Initial Preparation of School Librarians* (2010); CF means our Educational Unit's Conceptual Framework of Knowledge, Diversity, Professional Dispositions, Reflection, Communication, and Technology.

ALA/AASL STANDARDS FOR INITIAL PREPARATION OF SCHOOL LIBRARIANS (2010)

Your courses and assignments reflect the following 5 professional standards and 20 elements. Please keep your assignments as you will be revising and reflecting on them when you take your final course, SLM 550 Professional Portfolio. You may use this as a checklist as you progress through your McDaniel College School Library Program.

Completed	Courses	Professional Standards and Elements
		Standard 1: Teaching for Learning **Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.**
	506,509	**1.1 Knowledge of learners and learning** Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.
	509,552 /553	**1.2 Effective and knowledgeable teacher** Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.
	509, 552/3	**1.3 Instructional partner** Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.
	508,509 552/553	**1.4 Integration of twenty-first century skills and learning standards** Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL *Standards for the 21st-Century Learner* and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.
		Standard 2: Literacy and Reading **Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.**
	503,504 552/3	**2.1 Literature** Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.
	501, 503,504 552/3	**2.2 Reading promotion** Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.
	503,506	**2.3 Respect for diversity** Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.
	503	**2.4 Literacy strategies** Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.
		Standard 3: Information and Knowledge **Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.**
	501,505 RSM541	**3.1 Efficient and ethical information-seeking behavior** Candidates identify and provide support for diverse student information needs. Candidates model multiple strategies for

		students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.
	501,502 505	**3.2 Access to information** Candidates support flexible, open access for library services. Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and digital formats. Candidates model and communicate the legal and ethical codes of the profession.
	505,508	**3.3 Information technology** Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.
	506, RSM541	**3.4 Research and knowledge creation** Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.
		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.**
	501,505 508	**4.1. 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.
	501, RSM541	**4.2 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.
	501, RSM541	**4.3 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.
	501, 552/3	**4.4 Advocacy** Candidates identify stakeholders within and outside the school community who impact the 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.**
	502,506	**5.1 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.
	505,508	**5.2 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.
	502	**5.3 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.
	501, 506, 552/3, RSM541	**5.4 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.

ASSIGNMENTS WITH ALA/AASL STANDARDS FOR INITIAL PREPARATION OF SCHOOL LIBRARIANS

SLM 501 Administration and Leadership

Leadership Analysis/Professional Development Plan 4.1, 4.2, 4.3
Advocacy Plan 4.4
School Library Program Assessment 4.3, 5.4
School Library Website 2.2, 3.1, 3.2, 4.1

SLM 502 Organization and Access

Floor Plan 3.2
Subject Headings and Dewey Decimal Classification 5.1
MARC Records 5.1
Policies and Procedures 5.3

SLM 503 Literature for Children

Picture Book and Easy Reader Bibliography 2.1, 2.3
Fiction Bibliography and Reading Promotion Activity 2.1, 2.2, 2.3
Nonfiction Bibliography and Reading Instructional Activity 2.1, 2.4
Final Bibliography and Diversity Bibliography 2.1, 2.2, 2.3

SLM 504 Literature for Young Adults

Bibliography 2.1
Reading Guidance Web 2.2
Author Presentation 2.1
Reading Promotion Plan 2.2

SLM 505 Information Sources

Information Sources Bibliography 3.1, 5.1
Curriculum Unit Pathfinders 3.1, 3.2
Database Instructions 3.2, 3.3
Reference Web page 3.1, 3.2, 3.3, 4.1, 5.1, 5.2

SLM 506 Collection Development

School Analysis/Curriculum Chart 1.1, 5.4
Selection Sources 3.2, 5.1
Collection Evaluation 3.4, 5.1
Materials Order 2.3, 5.1

SLM 508 Learning Technologies

Blogging 3.3, 4.1, 5.2
Digital Storytelling/ Web 2.0 Tool 1.1, 3.1, 3.3
Technology Research Voice Thread 1.4, 3.3, 4.1
Designing and Delivering Digital Experiences 1.4, 3.3, 4.1, 5.2

SLM 509 Instructional Collaboration

Interview Two School Librarians 1.3
Inquiry-based Unit 1.1, 1.2, 1.4
Two Lesson Plans 1.1, 1.4
In-service on Collaboration 1.3, 1.4

SLM 550 Professional Portfolio

You will use be able to select from all these assignments to show that you have mastered ALA/AASL Standards 1-5 and their elements.

SLM 552/553 Practicum

Thematic Literature Activity 2.1, 2.2
Collaborative Lesson 1.1, 1.2, 1.3, 1.4
Staff In-service 4.4
Program Assessment 5.4
Practicum Learning/Reflection Log

RSM 541 School Library Action Research

Interview with Librarian 3.1, 5.4
Evaluate Published Action Research Project 3.4, 4.2, 5.4
Develop Problem Statement and Research Questions 5.4
Literature Review on Action Research Topic 4.2
Data Collection Tools 3.1, 3.4
Multimedia Presentation of Research Project 3.4, 4.2, 4.3, 5.4