

Exemplar #1 of Three Learning Log Posts Earning Full Points by Jenny Blakley

SLM 503 Module 4 Objectives

- Revise all my bibliographies, my readers' advisory guides and one of my reading promotion activities.
- Prepare a Freedom to Read statement based on the ALA Library of Bill of Rights.
- Examine selection criteria policies and create my own personal selection criteria for my library.
- Create a one-paged diversity bibliography (LGBTQA+).

I will use the feedback my instructor gave me on my previous assignments and make the necessary corrections. I used Titlewave and the Media Specialist at my school to help select my diversity texts on LGBTQA+. I made sure to select books that support diverse topics such as transgender, acceptance, inclusiveness, and sexual orientation. I also met with my Reading Specialist at my school today to discuss some of the diverse books my county is requiring teachers to read in classrooms this year. After reading the diversity books, I will create a one page annotated bibliography. For the reading promotion strategy, I am really torn on which one to use. I loved them all!

I plan to use the Freedom to Read websites that are linked in Module 4 to gain background knowledge on this before writing my own letter. I will also use the ALA's Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries link to help me create my personal selection criteria. I have enjoyed this class and I feel like I learned so much in such a short time. I am excited to see my final project come together, and I look forward to using this in my own library.

SLM 503 Module 4 Aha!

My aha moment for this module was finding out that my county does not have a set list of criteria for selecting books. After reaching out to several librarians, they all directed me to the same document that had minimal information about selecting library books. Although the document did have specific criteria for selecting instructional materials and for choosing books for the family life program, there wasn't much for library books. I was then referred to a flow chart and website with links to many resources that Mona had already shared with us such as the ALSC Children's Notable List, Titlewave, and more. I do feel like the flowchart is a little confusing to follow. However, the other day a media specialist from another school shared a folder with me on Google that had various resources for evaluation and selection that I could use. I realize that many of the media specialists are eager to help when a question arises, which makes me feel good about this position. It's nice to have a community of professionals willing to collaborate and share with you.

One of my discoveries during this module was realizing how many books are available for the LGBTQA+ community. It's nice to see a plethora of books available for students. I know these books may not be found in school libraries but at least they're available online for parents to purchase if interested.

SLM 503 Module 4 Description, Analysis & Reflection

Description: This assignment was to revise all my bibliographies, readers' advisory guides and one reading promotion strategy. For this assignment, I also had to prepare a Freedom to Read statement, my personal selection criteria, and a letter to my students for my future library. The last part was creating a diversity bibliography on a specific topic. I chose to do LGBTQA+ for my topic and found five highly recommended books using Titlewave and the Rainbow Awards list. This assignment met Standard 3: Knowledge and Application of Content: 3.1 Reading Engagement. I was able to find literature that showed diversity which included books about gender, sexual identity, inclusiveness, and sexuality. This also meets Standard 1: The Learner and Learning: 1.2 Learner Diversity. Choosing a diverse topic such as LGBTQA+ demonstrates inclusiveness and that I am supporting students. By creating my own personal selection criteria, I met Standard 4: Organization and Access: 4.2 Information Resources. After researching criteria lists, I was able to develop criteria that will help me evaluate books and other sources for my library.

Analysis: A weakness I had for this assignment was trying to find the selection criteria for my county. I think it's important for a district to have an up to date set of criteria for selecting not only instructional materials but also for library books. However, this weakness led me to a strength. A strength was finding out that the media specialists are collaborative and are always willing to assist others. I discovered many resources from other librarians in my county that I plan to use for collection development. It makes me excited to join this wonderful group of professionals.

Reflection: This assignment has made me realize that I am excited for this career change. I enjoyed reading a plethora of books on various topics for elementary students. I feel that this class has already prepared me for a media specialist position. I also feel that the assignments I had to create were useful, and I am excited to use them in my own library.

Exemplar #2 of Three Learning Log Posts Earning Full Points by Megan Frable

SLM 506 Module 2 Log 1: Objectives

In Module 2, I will...

- Identify favorite professional selection sources and know the distinguishing characteristics.
- Display an understanding of professional policies on selection criteria, reconsideration, intellectual freedom, privacy, and confidentiality, and be able to restate them in my own words.
- Refine personal selection criteria to ensure that all learner needs are met through accessing a variety of formats.

I will also be working on Assignment 2, keeping its purpose in mind: to learn about professional selection tools for books and nonbook materials. Now that I've completed the school analysis and curriculum chart, these items will guide how I think about my specific collection development needs as I progress through the rest of the course.

SLM 506 Module 2 Log 2: AHA

The biggest AHA moment this module has been trying to take in the sheer amount of professional selection sources and "best of" lists out there—I didn't realize there were so many. This realization makes narrowing collection choices both easier and more difficult. I think the reviewing and previewing part of the collection development process is really based on nuanced practice and really knowing what your library patrons want/need to read for both academics and leisure. I also think I would have a much harder time using these sources for nonfiction and nonprint resources. Maybe I just haven't delved deeply enough yet to figure out which sources are best for that. I'll have to take a better look at my classmates' discussion posts about these types of resources. I'm also a little anxious that I haven't had much time to work on the assignment yet for various "life getting in the way" reasons. Time management might be a bit of a struggle for me as I finish this module, but hopefully I can push through and still stay relatively active on the boards.

SLM 506 Module 2 Log 3: DAR

Description

For this assignment, I learned about professional selection tools for books and nonbook materials which I will use again in the Assignment 4 Materials Order. I created Gold and Silver lists of what I deem great selection sources, especially for a MS or HS library, compared reviews from different selection services, commented on my district's and my personal selection criteria, and provided succinct instructions for accessing relevant reviews on Titlewave.

This assignment meets the following ALA/AASL/CAEP School Librarian Preparation Standard (2019): 4.2 Information Resources: Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.

Analysis

Strengths: I have met all rubric requirements to the best of my ability and truly delved more deeply into the selection sources I chose to find standout information. My final product is visually appealing, organized, and highlights good content.

Weaknesses: Time management really got away from me throughout the second half of this module, and I had to complete my entire assignment this past Saturday and Sunday; I never allow my assignments to go un-started for that long. But alas, I am proud of what I accomplished over two days while also getting sick again!

Unanticipated learning outcome: I have a feeling my top ten list would change A LOT with time and practice. There is really no mastering of these selection sources until I am fully engaged with them as a practicing librarian. It's just too much to take in all at once.

I would probably do a lot of things differently once I am immersed in these selection sources as a full-time librarian. The more practical knowledge I gain as I use them, the more I will adapt to what suits my learners and my practice best.

Reflection

How my Assignment 2 meets ALA/AASL/CAEP School Librarian Preparation Standard (2019): 4.2 Information Resources:

As an eager candidate progressing through this program, I have used evaluation criteria and selection tools to envision how I will develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of my school's learning community. I have evaluated and selected information resources in a variety of formats/genres, not just fiction and print, as evidenced by my choices of AudioFile, Best STEM Books K-12, and the Graphic Novels Core Collection from H.W. Wilson.

By providing a solid (albeit novice) explanation of my eBook plan and including personal selection criteria I have carefully created in the past, my artifact reflects a clear understanding of meeting the performance standards for this module.