***Rubric for the Evaluation of Demonstrating competency in all of the School Librarian Preparation Standards***

Please keep these items in mind when working on the portfolio:

• Please provide 2-3 examples of how you met each component

• The portfolio needs to be Library specific

• Please keep in mind “I” versus “We” to help quantify actual participation

• Try to be very specific is how you met the component

• Please separate each standard with a page break

• Please label each example of an indicator

• Document must be uploaded directly to your account.

**THE SCHOOL LIBRARIAN PREPARATION STANDARDS**

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/ALA\_AASL\_CAEP](https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/ALA_AASL_CAEP_School_Librarian_Preparation_Standards_2019_Final.pdf)

[\_School\_Librarian\_Preparation\_Standards\_2019\_Final.pdf](https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/ALA_AASL_CAEP_School_Librarian_Preparation_Standards_2019_Final.pdf)

**Standard 1: The Learner and Learning**

Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners’ development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the National School Library Standards considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.

**Components:**

**1.1 Learner Development.** Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners’ interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards.

**1.2 Learner Diversity.** Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.

**1.3 Learning Differences.** Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.

**1.4 Learning Environments.** Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.

**Standard 2: Planning for Instruction**

Candidates in school librarian preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction.

**2.1 Planning for Instruction.** Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.

**2.2 Instructional Strategies.** Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.

**2.3 Integrating Ethical Use of Information into Instructional Practice**. Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.

**2.4 Assessment.** Candidates use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.

**Standard 3: Knowledge and Application of Content**

Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.

**Components:**

**3.1 Reading Engagement.** Candidates demonstrate a knowledge of children’s and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.

**3.2 Information Literacy.** Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical-thinking and the inquiry process by using multiple literacies.

**3.3 Technology-Enabled Learning.** Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.

**Standard 4: Organization and Access**

Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services.

**Components:**

**4.1 Access.** Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.

**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.

**4.3 Evidence-Based Decision Making.** Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.

**Standard 5: Leadership, Advocacy, and Professional Responsibility**

Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.

**Components:**

**5.1 Professional Learning.** Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the diverse needs of all members of the learning community.

**5.2 Leadership and Collaboration.** Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.

**5.3 Advocacy.** Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.

**5.4 Ethical Practice.** Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.