

# Proficiency Checklist

ALA/ AASL Standard	Circle Pass or Fail for each Proficiency Standard		Core Course Correlation	Elective Course Correlation	Date Completed	Observed/ Documented
<b>Standard 1: Teaching for Learning</b> <ul style="list-style-type: none"> <li>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.</li> <li>Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.</li> </ul>	Pass	Fail	INFO 5050	INFO 5347 INFO 5760		Observed  Documented
<u><b>1.1 Knowledge of learners and learning</b></u> <ul style="list-style-type: none"> <li>Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.</li> <li>Candidates assess learner needs and design instruction that reflects educational best practice.</li> <li>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.</li> <li>Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.</li> </ul>	Pass	Fail	INFO 5050	INFO 5347 INFO 5760		Observed  Documented
<u><b>1.2 Effective and knowledgeable teacher</b></u> <ul style="list-style-type: none"> <li>Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning.</li> <li>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.</li> <li>Candidates can document and communicate the impact of collaborative instruction on student achievement.</li> </ul>	Pass	Fail	INFO 5340	INFO 5347 INFO 5760		Observed  Documented

<p><b><u>1.3 Instructional partner</u></b></p> <ul style="list-style-type: none"> <li>• Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators.</li> <li>• 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.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5340 INFO 5001	INFO 5347 INFO 5760		<b>Observed</b>  <b>Documented</b>
<p><b><u>1.4 Integration of twenty-first century skills and learning standards</u></b></p> <ul style="list-style-type: none"> <li>• Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community.</li> <li>• Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL <i>Standards for the 21st-Century Learner</i> and state student curriculum standards.</li> <li>• Candidates employ strategies to integrate multiple literacies with content curriculum.</li> <li>• 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.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5340	INFO 5347 INFO 5760		<b>Observed</b>  <b>Documented</b>
<p><b>Standard 2: Literacy and Reading</b></p> <ul style="list-style-type: none"> <li>• Candidates promote reading for learning, personal growth, and enjoyment.</li> <li>• 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.</li> <li>• Candidates use a variety of strategies to reinforce classroom-reading instruction to address the diverse needs and interests of all readers.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5420	INFO 5760 INFO 5425		<b>Observed</b>  <b>Documented</b>
<p><b><u>2.1 Literature</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5420	INFO 5425 INFO 5760		<b>Observed</b>  <b>Documented</b>
<p><b><u>2.2 Reading promotion</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5420			<b>Observed</b>  <b>Documented</b>
<p><b><u>2.3 Respect for diversity</u></b></p>	<b>Pass</b>	<b>Fail</b>	INFO 5208 INFO 5405	INFO 5425 INFO 5760		<b>Observed</b>

<ul style="list-style-type: none"> <li>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.</li> </ul>						<b>Documented</b>
<p><b><u>2.4 Literacy strategies</u></b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5050 INFO 5420	INFO 5425		<b>Observed</b>  <b>Documented</b>
<p><b>Standard 3: Information and Knowledge</b></p> <ul style="list-style-type: none"> <li>Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources.</li> <li>Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community.</li> <li>Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5208 INFO 5001 INFO 5050 INFO 5345	INFO 5347 INFO 5760		<b>Observed</b>  <b>Documented</b>
<p><b><u>3.1 Efficient and ethical information-seeking behavior</u></b></p> <ul style="list-style-type: none"> <li>Candidates identify and provide support for diverse student information needs.</li> <li>Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.</li> <li>Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5208 INFO 5050 INFO 5340	INFO 5347 INFO 5760		<b>Observed</b>  <b>Documented</b>
<p><b><u>3.2 Access to information</u></b></p> <ul style="list-style-type: none"> <li>Candidates support flexible, open access for library services.</li> <li>Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.</li> <li>Candidates facilitate access to information in print, non-print, and digital formats.</li> <li>Candidates model and communicate the legal and ethical codes of the profession.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5001 INFO 5208	INFO 5347 INFO 5760		<b>Observed</b>  <b>Documented</b>
<p><b><u>3.3 Information technology</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5208 INFO 5720	INFO 5347		<b>Observed</b>  <b>Documented</b>

<p><b><u>3.4 Research and knowledge creation</u></b></p> <ul style="list-style-type: none"> <li>• Candidates use evidence-based, action research to collect data.</li> <li>• Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5050 INFO 5345	INFO 5347		<b>Observed</b>  <b>Documented</b>
<p><b>Standard 4: Advocacy and Leadership</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators.</li> <li>• Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5001 INFO 5050 INFO 5340	INFO 5347		<b>Observed</b>  <b>Documented</b>
<p><b><u>4.1. Networking with the library community</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidates participate and collaborate as members of a social and intellectual network of learners.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5001	INFO 5347		<b>Observed</b>  <b>Documented</b>
<p><b><u>4.2 Professional development</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidates plan for ongoing professional growth.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5001	INFO 5347		<b>Observed</b>  <b>Documented</b>
<p><b><u>4.3 Leadership</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5001 INFO 5050 INFO 5405	INFO 5347		<b>Observed</b>  <b>Documented</b>
<p><b><u>4.4 Advocacy</u></b></p> <ul style="list-style-type: none"> <li>• Candidates identify stakeholders within and outside the school community who impact the school library program.</li> <li>• Candidates develop a plan to advocate for school library and information programs, resources, and services.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5001 INFO 5050	INFO 5347		<b>Observed</b>  <b>Documented</b>

<p><b>Standard 5: Program Management and Administration</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5050 INFO 5405	INFO 5347		<b>Observed</b>  <b>Documented</b>
<p><b><u>5.1 Collections</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Candidates organize school library collections according to current library cataloging and classification principles and standards.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5405			<b>Observed</b>  <b>Documented</b>
<p><b><u>5.2 Professional Ethics</u></b></p> <ul style="list-style-type: none"> <li>Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility.</li> <li>Candidates educate the school community on the ethical use of information and ideas.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5405	INFO 5347		<b>Observed</b>  <b>Documented</b>
<p><b><u>5.3 Personnel, Funding, and Facilities</u></b></p> <ul style="list-style-type: none"> <li>Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources.</li> <li>Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users.</li> <li>Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5050 INFO 5405			<b>Observed</b>  <b>Documented</b>
<p><b><u>5.4 Strategic Planning and Assessment</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.</li> </ul>	<b>Pass</b>	<b>Fail</b>	INFO 5050 INFO 5208 INFO 5405	INFO 5347		<b>Observed</b>  <b>Documented</b>

**Core Course Listing Key:**

INFO 5001 School Librarianship

INFO 5720 Instructional Materials Production and Use

INFO 5208 Learning Resources Organization and Media

INFO 5405 Advanced Information Resources Development

INFO 5420 Literature for Youth

INFO 5050 Trends and Practices in School Libraries

INFO 5340 Learning Resource Centers and Services

INFO 5090 Practicum

INFO 5345 Library Operation and Policy Development

**Elective Course Listing Key:**

INFO 5347 Digital Citizenship

INFO 5425 Trends in Children's and Young Adult Literature

INFO 5760 Multicultural Literature for Children and Youth

**Students Name:**

**Mentors Name:**

**Mentors Signature:**