

<i>For UNT use only:</i> <i>Date received</i> <i>Date verified</i>
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Student Name: _____

UNT Assigned Mentor Name: _____

Mentor Email: _____

Mentor Phone: _____

Mentor School, District, or Region as listed in UNT database: _____

(sub-Mentor Name if assigned by District or Region level Mentor): _____

(sub-mentor email if applicable): _____

Signature of UNT assigned Mentor: _____

(Note: Student must pass all Proficiencies to graduate and/or be certified)

Mail to:

**University of North Texas
College of Information
Department of Library and Information Sciences**

Discovery Park Room E292
3940 N. Elm St.
Denton, TX 76207

Attention:

**School Library Certification
Proficiency Checklist**

The Proficiency Checklist is based on the AASL Standards. The student needs to satisfy the Mentor that s/he is knowledgeable in each Proficiency/Standard.

The Proficiency Checklist is required as an assignment in SLIS 5090.999/8 - Practicum. The Checklist requires a minimum of 120 clock hours in the assigned mentor's library. Additional time may be required if the student lacks prior library experience or less time may be necessary if the student is currently working as the librarian of record in another school library. It is the Mentor's decision and discretion how much time in total is needed for each individual student. Once assigned, UNT trusts the professional judgment of the Mentor to determine amount of time needed in the Mentor's library.

Every student is required to be assigned to an approved Mentor in the first course in the Certification sequence, SLIS 5001. Everything on the checklist is covered in the sequence of courses and students are encouraged to double dip by completing course assignments within or through the mentor's library. When the Mentor passes each Proficiency, it is a statement that you personally believe the student to be proficient in the item. Just because the student completed a class assignment, regardless of earning a high grade on the assignment, it is not enough for the mentor to sign off. The mentor must be confident in the student's ability on each item. For that reason, students are encouraged to work in the mentor's library as they complete course assignments.

Students are encouraged to work on the checklist from their first semester in the program rather than waiting for the last semester to do it all. Mentors should circle "Pass" only if and when the student satisfies you they are knowledgeable in the standard and capable of meeting the standard when assigned to their own library without supervision. Any Mentor questions can be directed to: Toll Free - 877.275.7547 X 8331; CI-Advising@unt.edu

ALA/AASL STANDARD	Circle pass or fail for each proficiency standard	
1. School library candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. 1.1. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. 1.2. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.	Pass	Fail
2. Efficient and ethical information-seeking behavior. 2.1. Candidates model strategies to locate, evaluate and use information for specific purposes. 2.2. Candidates identify and address student interests and motivations. 2.3. Candidates interact with the learning community to access, communicate and interpret intellectual content. 2.4. Candidates adhere to and communicate legal and ethical policies.	Pass	Fail
3. Literacy and reading 3.1. Candidates are aware of major trends in reading material for children and youth. 3.2. Candidates select materials in multiple formats to address the needs and	Pass	Fail

<p>interests of diverse young readers and learners.</p> <p>3.3. Candidates 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.</p>		
<p>4. Access to information</p> <p>4.1. Candidates support flexible and open access for the library media center and its services.</p> <p>4.2. Candidates identify barriers to equitable access to resources and services.</p> <p>4.3. Candidates facilitate access to information in print, nonprint, and electronic formats.</p> <p>4.4. Candidates comply with and communicate the legal and ethical codes of the profession.</p>	Pass	Fail
<p>5. Stimulating Learning Environment</p> <p>5.1. Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center.</p> <p>5.2. Candidates identify relationships among facilities, programs, and environment that impact student learning.</p> <p>5.3. Candidates plan and organize library media centers according to their use by the learning community.</p>	Pass	Fail

<p>6. Teaching and Learning.</p> <p>6.1. School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content.</p> <p>6.2. They partner with other education professionals to develop and deliver an integrated information skills curriculum.</p> <p>6.3. Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning.</p>	Pass	Fail
<p>7. Knowledge of learners and learning</p> <p>7.1. Candidates design library media instruction that assesses learner interests, needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction.</p> <p>7.2. Candidates 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>	Pass	Fail
<p>8. Effective and knowledgeable teacher</p> <p>8.1. Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction.</p> <p>8.2. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools.</p> <p>8.3. Candidates analyze the role of student interest and motivation in instructional design.</p> <p>8.4. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.</p>	Pass	Fail

<p>9. Information literacy curriculum</p> <p>9.1. Candidates employ strategies to integrate the information literacy curriculum with content curriculum.</p> <p>9.2. Candidates incorporate technology to promote efficient and equitable access to information beyond print resources.</p> <p>9.3. Candidates assist students in the use of technology to access, analyze, evaluate and present information.</p>	Pass	Fail
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<p>10. Collaboration and Leadership.</p> <p>10.1. School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.</p>	Pass	Fail
<p>11. Connection with library community</p> <p>11.1. Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures.</p> <p>11.2. Candidates articulate the role of their professional associations and journals in their own professional growth.</p>	Pass	Fail
<p>12. Instructional partner</p> <p>12.1. Candidates model, share, and promote ethical and legal principles of education and librarianship.</p> <p>12.2. Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.</p>	Pass	Fail
<p>13. Educational leader</p> <p>13.1. Candidates are able to articulate the relationship of the library media program with current educational trends and important issues.</p> <p>13.2. Candidates recognize the role of other educational professionals and professional associations.</p> <p>13.3. Candidates translate for the school the ways in which the library program can enhance school improvement efforts.</p> <p>13.4. Candidates utilize information found in professional journals to improve library practice.</p>	Pass	Fail

<p>14. Program Administration.</p> <p>14.1. School library media candidates 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.</p>	Pass	Fail
<p>15. Managing information resources: Selecting, Organizing, Using</p> <p>15.1. Candidates 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</p>	Pass	Fail

<p>personal needs.</p> <p>15.2. Candidates organize the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice.</p> <p>15.3. Candidates support intellectual freedom and privacy of users.</p> <p>15.4. Candidates plan for efficient use of resources and technology to meet diverse user needs.</p>		
<p>16. Managing program resources: Human, financial, physical</p> <p>16.1. Candidates 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.</p> <p>16.2. Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues.</p> <p>16.3. Candidates plan adequate space for individuals, small groups and whole classes.</p>	Pass	Fail
<p>17. Comprehensive and collaborative strategic planning and assessment</p> <p>17.1. Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives. Candidates use data for decision-making</p>	Pass	Fail