Program Report for the Preparation of School Librarians
American Library Association/American Association of School Librarians
(ALA/AASL) Option A

NOTE: This form uses the ALA/AASL standards approved by NCATE in 2010. Programs have the option to use either the 2002 or 2010 standards for reports submitted through Spring 2012. Beginning in Fall 2012 ALL programs must use the new standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

Institution Name

University of Nebraska Kearney

State

NE

Date submitted

MM	DD	YYYY
08	06	2012

Report Preparer's Information:

Name of Preparer:

▮▮▮▮▮▮▮

Phone: Ext.

(▮▮)▮▮▮▮▮

E-mail:

▮▮▮▮▮▮

NCATE Coordinator's Information:

Name:

▮▮▮▮▮▮

Phone: Ext.

▮▮▮▮▮▮

E-mail:

▮▮▮▮▮▮

Name of institution's program

School Librarian

NCATE Category

School Library Media Specialist

Grade levels[1] for which candidates are being prepared

PreK-12

(1) e.g. K-6, K-12, 7-12

Program Type

ⓙ Other School Personnel

ⓙ Unspecified

Degree or award level

ⓙ Baccalaureate

ⓙ Post Baccalaureate

ⓙ Master's

- ʃ Post Master's
- ʃ Specialist or C.A.S.
- ʃ Doctorate
- ʃ Endorsement only

Is this program offered at more than one site?

- ʃ Yes
- ʃ No

If your answer is "yes" to above question, list the sites at which the program is offered

Title of the state license for which candidates are prepared

School Librarian Endorsement

Program report status:

- ʃ Initial Review
- ʃ Response to one of the following decisions: Further Development Required or Recognition with Probation
- ʃ Response to National Recognition with Conditions

Is your unit seeking

- ʃ NCATE accreditation for the first time (initial accreditation)
- ʃ Continuing NCATE accreditation

State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- ʃ Yes
- ʃ No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ALA/AASL standards. (Response limited to 4,000 characters)

State Policies:

The Nebraska Department of Education's Rule 24: Regulations for Certificate Endorsements (Title 92, Nebraska Administrative Code, Chapter 24; effective May 11, 2010) provides guidelines for a Nebraska higher education institution's plan to prepare candidates for the Pre-K-12 School Librarian Endorsement. These guidelines, revised effective Aug. 1, 2012, state that "through the courses identified in its plan, the institution should prepare prospective school librarians, according to ALA/AASL and ISTE standards, to address the following:"

A. Teaching for Learning
1. Knowledge of learners and learning
2. Effective and knowledgeable teachers
3. Instructional partner
4. Integration of 21st-century skills and learning standards

B. Literacy and reading
1. Literature
2. Reading promotion
3. Respect for diversity
4. Literacy strategies

C. Information and knowledge
1. Efficient and ethical information-seeking behavior
2. Access to information
3. Information technology
4. Research and knowledge creation

D. Advocacy and Leadership
1. Networking with the library community
2. Professional development
3. Leadership
4. Advocacy

E. Program management and administration
1. Collections
2. Professional ethics
3. Personnel, funding, and facilities
4. Strategic planning and assessment

These guidelines align with the 2010 ALA/AASL Standards for Initial Preparation of School Librarians.

Additionally, Rule 24 states that applicants for the School Librarian Endorsement must "hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in library media courses, including leadership, library administration, technology, information access, children's and young adult literature, resource management, and curriculum and instruction."

The UNK school librarian program aligns with the NDE Rule 24 guidelines, applicant requirements, and the ALA/AASL Standards for the Initial Preparation of School Librarians (2010).

Institutional policies:

The School Librarian Endorsement Program is part of the Teacher Education Department in the College of Education at UNK. The School Librarian Program focuses on developing in candidates the knowledge, skills, and dispositions necessary to hold the position of school librarian in the state of Nebraska, and candidates completing the program have successfully received equivalent endorsements in other states. The coursework and assessments align with Rule 24 state standards for the school librarian endorsement , as well as with the College of Education Desired Outcomes (as is indicated on the cover of each course syllabus). The ALA/AASL Standards for the Initial Preparation of School Librarians (2010), the American Association of School Librarian's Standards for the 21st Century Learner (AASL, 2007), and the Language Arts Multiple Literacies Strand of the Nebraska Academic Standards (NDE, 2009) were used to develop competencies in the program.

The School Librarian Program is comprised of two types of candidates: those pursing the school librarian endorsement only, and those pursing the MSED in Instructional Technology with a concentration in School Library (including the school librarian endorsement). Candidates pursing the school librarian endorsement only must maintain a 3.0 (as do the master's degree students) in their school librarian coursework, and complete all of the key assessments (including the school library program academic portfolio) at the same level of quality as the master's degree seeking students. All candidates may apply for a provisional endorsement after completion of five classes: TE 869 Introduction to the School Library, TE 871 Collection Development and Management, TE 872 Organization of School Library and Technology Resources, TE 873 Reference Services and Resources, and TE 875 Administration of the School Library Program. At the conclusion of their coursework, they make application for full endorsement.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

The field experiences for the UNK School Librarian Program are composed of two types: field experiences required through site-based projects in TE 893, Field Experiences in the School Library, and those required in school library coursework prior to the capstone class. The total number of hours candidates spend in the field is 140 (50 hours in TE 893, 90 hours in other coursework). Candidates are encouraged to complete field experiences in a variety of school library settings (covering elementary, middle, and high school levels), as well as observation and interviewing experiences in public library settings.

The experiences in TE 893 consist of the Action Research Project, the Capstone 21st Century Learning Collaborative Integration Project, attendance of a professional conference, participation in online discussions with other candidates, a pre-test on the knowledge of Empowering Learners/Standards for the 21st Century Learner (candidates must earn a score of 80% or better in order to continue with the rest of the practicum), a field log documenting time and activities at the practicum site (including supervising school librarian's comments and signature), and the Professional Competencies Survey (taken at the end of the practicum). Further, during the TE 893 practicum each candidate is observed and advised by a faculty member (some visits are conducted by phone or Skype if distance is an issue). These assessments provide a picture of how candidates applied the knowledge, skills, and dispositions they acquired in the program effectively in practice.

The following are the field experience components in TE 893, Field Experiences in the School Library:

1) In the Action Research Project, candidates use the action research process in combination with content knowledge to solve an authentic problem or address an area that needs improvement in a school library program. The project includes evaluation of the practicum school library program (with the supervising school librarian using the School Library Program Assessment Rubric [AASL and Britannica Digital Learning, 2010]), a description of the weakness or problem identified through the evaluation, a description of the data collection process, a section reporting the data as organized into a table or chart, confirmation of original data from two other sources (triangulation), interpretation of the data, a best solution based on the data with input from students and staff, and methods and timetable for implementation of solution (20 hours).

2) The Capstone 21st Century Learning Collaborative Integration Project is the culminating assessment of candidates' ability to put together the knowledge, skills, and dispositions they have learned from previous teaching projects to fulfill their roles as instructional partner and teacher in a school library setting. They are able to work with a teacher over a longer period of time within their practicum to develop a richer collaborative experience than the previous projects, and they have the chance to learn more about the P-12 students they are engaging in the collaborative integration unit. The requirement of reflection on differentiated instructional strategies in addition to materials is added to the assessment of this final teaching project (20 hours).

3) Candidates attend a professional conference relevant to the school librarian, then reflect and submit a report on the experience. Funds are available for those who present at the conference, either alone or with another student or school librarian. The required report includes a summary and impressions of the sessions attended, description of the networking done, as well as ideas (from the sessions or networking) to be implemented in a school library setting (minimum of 10 hours).

The following are projects in the field completed during other library coursework:

1) For the Professional Ethics Scenario Project completed in TE 869 Introduction to the School Library, candidates interview and record the response of a current school librarian to an ethical question based on one of four scenarios, then evaluate the response using the ALA (American Library Association) Code of Ethics, and the AECT (Association for Educational Communications and Technology) Code of Ethics (3 hours).

2) The Multiple Literacies Collaborative Integration Project completed in TE 871 Collection Development and Management, requires that candidates, with a special or classroom teacher, collaboratively plan, teach and evaluate student learning for one unit in a classroom setting. The lessons to support the unit must include instruction of multiple literacies through the use of print and digital tools and resources. Documentation of the lessons include the collaborative planning sheet, a 1-2 page reflection sheet (including collection and analysis of student performance data), samples of student work, and a list of at least 20 different print and non-print materials selected to teach the lessons and support the unit (17 hours).

3) For the Selection for Curriculum Mapping Project completed in TE 871 Collection Development and Management, candidates use a curriculum map of one subject in one grade level as a tool for collection development. Looking at the standards addressed, skills and topics taught, as well as the teaching strategies that are used (requires teacher interviews), candidates assess the existing classroom and school library collections to evaluate if the resource needs are being met. They then develop a Needs/Resource Weakness List, and using professional selection tools recommend specific print and non-print materials that will fill in the gaps (including materials to differentiate instruction) (20 hours).

4) In TE 872, Organization of School Library and Technology Resources, candidates have two field experience requirements. First, candidates review and evaluate five different online catalogs in authentic library settings. Second, candidates interview a school librarian, another type of librarian, or a K-12 teacher who regularly uses the library on the pros and cons of using the Dewey Decimal System to classify and organize a library collection (total 10 hours).

5) The Reference Interview Project, completed in TE 873 Reference Services and Resources, is composed of two parts: 1) observation, and 2) personal experience. For the first part, the candidate observes and evaluates the interactions of a librarian (public, school, special, or academic) with patrons. For the second part, the candidate interacts personally in the role of a patron with a librarian, then records and evaluates the experience. Projects include evaluations based on the effectiveness of the setting, the style and specialized skills of the librarian, and overall impressions of the interactions (5 hours).

6) For the Reference Resources Purchase Proposal completed in TE 873 Reference Services and Resources, candidates prepare a proposal to purchase reference sources (print and/or non-print) to update (or create) an authentic school library reference section based on a hypothetical PTO donation. The proposal includes materials that will "fill the reference gap" (or start a good section) in the school library, as well as the rationale for the choices made based on professional selection tools and evaluation criteria (10 hours).

7) In TE 875 Administration of the School Library Program, candidates complete the Strategic Plan Project. In collaboration with a team from an elementary or secondary school, candidates write a strategic plan for an authentic school library. The plan includes external and internal scans, organizational analysis (both school and library), a vision statement, a mission statement, and action plans (including for each a statement of the goal, steps to meet the goal, schedule for the steps, resources needed, and anticipated outcomes) (25 hours).

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

UNK MSED Instructional Technology/SL Program of Study

See **Attachments** panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Nebraska Dept of Ed Rule 24 School Librarian Matrix

See **Attachments** panel below.

Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
MA in Instructional Technology with concentration in School Library (36 credits)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]
2009-2010	69	▮
2010-2011	83	18
2011-2012	72	15

Program:

School Librarian Endorsement Only (30 credits)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]
2009-2010	24	11
2010-2011	10	7
2011-2012	33	7

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	
Highest Degree, Field, & University (3)	
Assignment: Indicate the role of the faculty member[4]	
Faculty Rank[5]	
Tenure Track	ᚑ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	
Highest Degree, Field, & University[3]	
Assignment: Indicate the role of the faculty member[4]	
Faculty Rank[5]	
Tenure Track	ᚑ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	
Highest Degree, Field, & University[3]	
Assignment: Indicate the role of the faculty member[4]	
Faculty Rank[5]	
Tenure Track	ᚑ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	
Highest Degree, Field, & University[3]	
Assignment: Indicate the role of the faculty member[4]	
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional	

Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	███████████████████████
Teaching or other professional experience in P-12 schools[9]	███████████████████████

Faculty Member Name	███████
Highest Degree, Field, & University[3]	███████████
Assignment: Indicate the role of the faculty member[4]	██████████████
Faculty Rank[5]	███████
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	███████████████████
Teaching or other professional experience in P-12 schools[9]	███████████████

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(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(4) e.g., faculty, clinical supervisor, department chair, administrator
(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ALA/AASL standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment [10]	Type or Form of Assessment [11]	When the Assessment Is Administered [12]
Assessment #1: Licensure assessment, or other content-based assessment (required)	School Library Program Academic Portfolio	Portfolio	TE 870 Developing Web-Based Portfolios taken toward the end of the program
Assessment #2: Assessment of content knowledge in the field of school librarianship (required)	Action Research Project	Project	TE 893 Field Experiences in the School Library
Assessment #3: Assessment of candidate ability to plan to meet program needs (required)	Strategic Plan	Project	TE 875 Administration of the School Library Program
Assessment #4: Assessment of practicum or internship (required)	Capstone 21st Century Learning Inquiry Project	Project	TE 893 Field Experiences in the School Library
Assessment #5: Candidate effect on student learning (required)	Multiple Literacies Collaborative Integration Project	Project	TE 871 Collection Development and Management
	Motivational/Reading Role Strategy Project	Project	TE 869 Introduction to the School Library Program

Assessment	Title	Type	Course
Assessment #6: Additional assessment that addresses ALA/AASL standards (required; see note in Section IV) / Assessment #7: Additional assessment that addresses ALA/AASL standards (optional)	Virtual Research Handbook	Project	TE 873 Reference Services and Resources
Assessment #8: Additional assessment that addresses ALA/AASL standards (optional)	Advocacy Plan	Project	TE 875 Administration of the School Library Program

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ALA/AASL standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ALA/AASL standards.

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.

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Knowledge of learners and learning. / 1.2 Effective and knowledgeable teacher / 1.3 Instructional partner. / 1.4 Integration of twenty-first century skills and learning standards	b	b	b	b	b	b	b	a

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.

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Literature / 2.2 Reading promotion / 2.3 Respect for diversity / 2.4 Literacy strategies	b	a	a	b	b	b	b	a

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.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Efficient and ethical information-seeking behavior / 3.2 Access to information / 3.3 Information technology / 3.4 Research and knowledge creation	b	b	b	b	b	b	b	b

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.

	#1	#2	#3	#4	#5	#6	#7	#8
4.1. Networking with the library community / 4.2 Professional development / 4.3 Leadership	b	b	b	b	a	b	a	b

4.4 Advocacy								

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.

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Collections 5.2 Professional ethics 5.3 Personnel, funding, and facilities 5.4 Strategic planning and assessment	ⓑ	ⓑ	ⓑ	ⓐ	ⓑ	ⓑ	ⓑ	ⓑ

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE's unit Standard 1:
• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide for the assessment; and
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment 4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

Please name files as directed in the Guidelines for Preparing an NCATE Program Report found on the NCATE web site at the following URL:
http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/HowtoPrepareProgramReports/tabid/450/Default.aspx

1. State licensure tests or professional examinations of content knowledge. ALA/AASL standards addressed in this entry could include any or all of standards 1-5. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 1

See **Attachments** panel below.

2. Assessment of content knowledge in the field of school librarianship. ALA/AASL standards addressed in this assessment could include any or all of standards 1-5. Examples of assessments include comprehensive examinations, GPAs or grades, portfolio tasks,[16] comprehensive projects, or collaborative instruction (including staff development). (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 2

See **Attachments** panel below.

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(13) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan to meet the needs of the school librarianship program. ALA/AASL standards that could be addressed in this assessment include any or all of standards 1-5. Examples of assessments include comprehensive planning activities (grants, website development, budget, collection development, program evaluation). (Answer Required)

Provide assessment information as outlined in the directions for Section IV.

Assessment 3

See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. ALA/AASL standards that could be addressed in this assessment include any or all of standards 1-5. The assessment instrument used in the internship or other clinical experiences (practicum, field experience, etc.) should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 4

See **Attachments** panel below.

5. Assessment that demonstrates candidate effects on the creation of supportive learning environments for student learning. ALA/AASL standards that could be addressed in this assessment include any or all of standards 1-4. Examples of assessments include those based on student work samples, portfolio tasks, and collaborative instruction. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 5

See **Attachments** panel below.

6. Additional assessment that addresses ALA/AASL standards. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 6

See **Attachments** panel below.

7. Additional assessment that addresses ALA/AASL standards. (Optional)

Provide assessment information as outlined in the directions for Section IV

Assessment 7

See **Attachments** panel below.

8. Additional assessment that addresses ALA/AASL standards. (Optional)

Provide assessment information as outlined in the directions for Section IV

Assessment 8

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Analyzing assessment data and using it to improve candidate performance and strengthen the program has been the lifeblood of the UNK School Librarian Program. Means of assessment toward this end are 1) key assessments and data, 2) candidate evaluations of classes (formal and informal), 3) data collected from the Professional Competencies Survey taken at the end of the program, and 4) feedback from the NCATE unit accreditation process. Analysis by faculty of these assessments provides means of continuous improvement to the program in the areas of content knowledge; professional knowledge, skills, and dispositions; and student learning.

The Professional Competencies Survey (see Assessment #4, p. 11 for a copy of the survey, implemented as one of the changes made to prepare for this report), has been administered twice: in the fall of 2011 and the spring of 2012 as a final assignment in the capstone class TE 893 Field Experiences in the School Library. Candidates were not graded on the survey, but were given points for completing it. Of the 22 candidates taking the survey for the two semesters 15 (68%) responded "I feel prepared in this area" for all five standards. Seven (31%) expressed "I feel somewhat prepared in this area" for one of the five standards but responded "I feel prepared in this area" for the other four, and 0 expressed "I do not feel prepared in this area" for any of the five standards.

Standard 1—22 (100%) prepared, 0 somewhat prepared, 0 not prepared
Standard 2—21 (95%) prepared, 1 (5%) somewhat prepared, 0 not prepared
Standard 3—19 (86%) prepared, 3 (14%) somewhat prepared, 0 not prepared
Standard 4—20 (91%) prepared, 2 (9%) somewhat prepared, 0 not prepared
Standard 5—21 (95%) prepared, 1 (5%) somewhat prepared, 0 not prepared

Analysis from the data gathered from the Professional Competencies Survey will be discussed further in the sections pertaining below.

CONTENT KNOWLEDGE
In looking at candidate mastery of content knowledge, there is continuous assessment from course projects, especially those listed in this report as Assessments #1 and #2, as well as faculty evaluation of data gathered from the Professional Competencies Survey.

For Assessment #1, the School Librarian Academic Portfolio, 29 (90%) of candidates scored target or acceptable from the two applications. For Assessment #2, the Action Research Project, 21 (95%) scored target or acceptable.

Faculty interpretation of these findings is that the changes made to the program based on assessment data from earlier applications—such as better directions for the portfolio and the addition of early faculty advisement sessions for the Action Research Project—has improved candidate performance. Candidates show strong knowledge of content as evidenced by these assessments.

In addition to the key assessment data, candidates indicate in course evaluations that the school librarian program coursework is rigorous, but that they find the projects and content to be useful and applicable to their current or future careers. In analysis of the responses and accompanying candidate comments to the Professional Competencies Survey, candidates had no responses or comments that indicated that they felt a lack of preparedness in content knowledge in the field of school librarianship.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS
In looking at candidate mastery of professional and pedagogical knowledge, skills, and dispositions, there is continuous assessment from course projects, especially from Key Assessments #3, #6, #7, and #8, as well as faculty evaluation of data gathered from the Professional Competencies Survey, and improvements made based on unit data gathered in preparation for the unit accreditation process.

For Assessment #3, the Strategic Plan, of the 58 candidates from the two applications, 58 (100%) scored target on the project. Since this has not always been the case with this comprehensive project, based on data from earlier applications faculty experimented with solutions to make the project more successful. It was discovered that by requiring candidates to post a preliminary outline of the project two weeks ahead (four weeks was too early) and giving faculty and other candidate feedback at that time, candidates were much more likely to succeed with this project. Based on candidate feedback in course evaluations, they in fact find the Strategic Plan to be one of the most useful of the program. For Assessment #6, the Motivational/Reading Role Project, 45 of 46 (98%) candidates scored target or acceptable from the two applications, showing that these candidates understand the dual roles of the school librarian 1) to foster students' intrinsic motivation to read for information and pleasure, and 2) to support and reinforce reading instruction in the school. For Assessment #7, the Virtual Research Handbook, 48 of 54 candidates (89%) scored target or acceptable. While this is an acceptable percentage of successful candidates overall, some gaps were found in the candidates' pedagogical knowledge with regard to teaching students to locate and evaluate resources, and the importance of teaching digital citizenship and responsibility. Because of this discrepancy, a new textbook more focused on instruction of reference sources and services to P-12 students was adopted for the fall of 2012. For Assessment #8, the Advocacy Plan, 57 out of 58 (98%) scored target or acceptable indicating strong mastery of the concepts.

In analyzing the data from the Professional Competencies Survey, faculty found that most candidates indicated they felt prepared in all five standards, but there were two areas in which more than one candidate felt somewhat—rather than fully—prepared. Those were in the areas of advocacy and technology. Two candidates felt they understood the concepts behind advocacy for a school library program, but felt they lacked

experience in this area. Faculty interpretation of these responses was that the program had done its job to make candidates aware of the need for advocacy, the importance of the planning process, and the possible target audiences. However, inviting special speakers and/or requiring some level of implementation of the advocacy plan is being considered to boost candidate confidence in this area. Three candidates felt they were somewhat—but not fully—prepared in the area of technology. Faculty was surprised by these responses because the program is embedded in an Instructional Technology master's degree. However, the comments made by these candidates indicated the need to not be complaisant with their current knowledge, but strive to stay current in new technology trends, a disposition we desire in our candidates. Possible ways to help candidates be more confident in this area would be to familiarize them with technology publications and professional development opportunities in technology learning.

Another assessment, feedback from the unit accreditation process, has had an effect on professional and pedagogical knowledge, skills, and dispositions program development. Based on data gathered from unit graduates, the College of Education began a professional development initiative in preparation for its BOE visitation in the fall of 2010 to improve the differentiated instruction experiences of its candidates. Several changes have been made to the school librarian program as a result of this initiative, including changes in methods of faculty delivery of instruction to our candidates, as well as an increase of opportunities for our candidates to differentiate instruction for their P-12 students. Specifically, Assessment #4, #5, and the Selection for Curriculum Mapping Project have incorporated consideration for differentiated instruction.

STUDENT LEARNING
In examining candidate mastery of student learning concepts, there is continuous assessment from course projects, especially from Key Assessments #4 and #5, faculty evaluation of data gathered from the Professional Competencies Survey, and improvements made based on unit data gathered in preparation for the unit accreditation process.

In analyzing Assessment #4, the Capstone 21st Century Learning Collaborative Integration Project, 19 of the 22 (86%) candidates from two applications of the assessment scored target or acceptable on the project. Candidates who had difficulty with this project were lacking not in teaching skills, but in organization of the collaboration plan and their list of materials. For Assessment #5, the Multiple Literacies Collaborative Integration Project, all 51 (100%) candidates from the two applications scored target or acceptable.

Faculty interpretation of this data is that candidates are well prepared as teachers to positively impact student learning. In affirmation of this interpretation, the one area all candidates taking the Professional Competencies Survey marked "I feel prepared in this area" was in Standard 1, Teaching for Learning.

Our candidates are teachers, and an area UNK excels in is in teacher preparation. Every course in the School Librarian Program contains least one project emphasizing instruction. Be that as it may, teacher preparation programs must change in order to stay current and prepare candidates for tomorrow's P-12 students. Toward that end, in the area of differentiation of instruction, the program has made changes to assessments based on unit initiatives to emphasis candidate use of differentiated instructional strategies. Additionally, plans are underway for the Teacher Education Department of UNK's College of Education to create standardized means for measuring P-12 student learning in teaching projects across graduate programs as we learn more about and prepare for the transition to CAEP unit accreditation. It is anticipated that more emphasis will be placed on creating and analyzing pre and post assessments, as well as on building teacher work samples. Faculty from the School Librarian program will contribute to these discussions, monitor their progress, and make changes to the instructional assessment pieces in the program accordingly.

Taken together, the data support the conclusion that UNK School Librarian Program candidates are well prepared to become effective school librarians, and for the most part, are confident in their knowledge, skills, and dispositions to do so. The faculty will continue to monitor and analyze assessment and program data to make changes to the program in order to ensure its vitality in educating candidates of the future.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

University of Nebraska Kearney

Master of Science in Education – Instructional Technology
Concentrations: School Librarian, Instructional Technology, Leadership in Instructional Technology

Degree students must complete the Department Core Classes (12 hours), the Instructional Technology Core Classes (9 hours), and *one* concentration: the IT concentration (15 hours), the SL concentration (15 hours), the LIT concentration (15 hours), or the Info Tech concentration (15 hours). The total is 36 credit hours for all master's degree tracks.

Department Core Areas (12 hours)

Research Course
   TE 800 Educational Research

Democracy (3 hours – take one of the following)
   TE 803 Philosophy of Education
   TE 868 Copyright, Fair Use, and Ethics (SL,LIT, andIT students must take TE 868)

Diversity (3 hours – take one of the following)
   TE 804 Curriculum Development in Multicultural Education
   TE 810 Design and Development of Instruction(SL, LIT, and IT students must take TE 810)

Technology (3 hours)
   TE 805P Overview of Assistive Technology
   TE 886P Technology Tools for Teachers (IT students must take TE 886P)

Instructional TechnologyCore Classes (9 hours)

TE 870 Developing Web-Based Portfolios

(3 hours – take one of the following)
TE 877Developing Web-Based Educational Environments
        or
CSIS 840PClient-Side Web Application Development

(3 hours – take one of the following)
TE 891Field Experiences in Instructional Technology
        or
TE 893Field Experiences inSchool Library

Concentrations

School Librarian Concentration (15 hours)

>TE 869 Introduction to the School Library Program *(Prerequisite for allSchool Librarian classes)*
>TE 871 Collection Development and Management
>TE 872 Organization of School Library and Technology Resources
>TE 873 Reference Services and Resources
>TE 875 Administration of the School Library Program

>Please Note: School Librarian students MUST take TE 810 Design and Development of Instruction, TE 868 Copyright, Fair Use, and Ethics, and TE 893 Field Experiences in School Library

Instructional Technology Concentration (15 hours)

>15 hours of electives

>(TE 891 Field Experiences in Instructional Technology as noted in the IT Core Classes Section above)

Leadership in Instructional Technology Concentration (15 hours)

>TE 876 Integration of Curriculum, Technology, and Media
>	Or
>TE 886 P Technology Tools for Teachers
>TE 878 Leadership in Instructional Technology
>TE 880 Management of Educational Technology
>TE 882 Teacher Development Training in Instructional Technology
>Three hour elective

Information Technology Concentration (15 hours)

>CSIS 825P Data Base Systems (Prerequisite CSIS 130 or CSIS 834P or instructor permission)
>CSIS 834P Information Technology Teaching Methods(Prerequisite TE 810, TE 870 OR TE 886P or instructor permission)
>CSIS 848P Computer System Administration (Prerequisite CSIS 130 or ITEC 345 or CSIS 834P or instructor permission)
>CSIS 858P Computer Security (Prerequisite CSIS 848P OR ITEC 430 or instructor permission)

[3] LIT students must take TE 868 Copyright, Fair Use, and Ethics; TE 886P Technology Tools for Teachers; and TE 891 Field Experiences in Instructional Technology. Info Tech students can either take TE 877 Developing Web-based Educational Environments or CSIS 840P Client-Side Web Application Development.

In lieu of a comprehensive examination an electronic portfolio isrequired for master's degree and school librarian endorsement only students.

Endorsements ONLY

School Librarian Endorsement only requirements (30 hours)

TE 810 Design and Development of Instruction
TE 868 Copyright, Fair Use, and Ethics
TE 869 Introduction to the School Library Program (Prerequisite for all School Librarian classes – TE 871, TE 872, TE 873, and TE 875)
TE 870 Developing Web-Based Portfolios
TE 871 Collection Development and Management
TE 872 Organization of School Library and Technology Resources
TE 873 Reference Services and Resources
TE 875 Administration of the School Library Program
TE 893 Field Experiences in School Library
and three hours of approved electives

Please note: Unless a student already has a master degree and does not wish to earn a second one, the faculty highly recommend that instead of working on the School Librarian endorsement only program, the students should get admitted to the graduate program and work on the School Librarian concentration program – the difference is six hours. The Graduate College's policy is to allow up to 12 hours of work taken in a non-degree status to transfer in to a degree program. Therefore, if a student has taken 30 hours for the endorsement and THEN decides to enroll in the degree program, the Graduate College has the option of "rejecting" all the hours beyond 12. So if there is a possibility you "might someday" enroll in a master degree program, the faculty recommend that you get admitted into the degree program now. You can attain your endorsement without getting the degree, even if you are in the degree program. Please contact your advisor if you have any questions about this or any other aspect of the program.

Leadership in Instructional Technology Endorsement only (27 hours)

TE 810 Design and Development of Instruction
TE 868 Copyright, Fair Use, and Ethics
TE 870 Developing Web-based Portfolios
TE 876 Integration of Curriculum, Technology, and Media
        Or
TE 886 P Technology Tools for Teachers
TE 877 Developing Web-Based Educational Environments
TE 878 Leadership in Instructional Technology
TE 880 Management of Educational Technology
TE 882 Teacher Development Training in Instructional Technology
TE 891 Field Experiences in Instructional Technology

Information Technology Endorsement only (27 hours)

TE 810 Design and Development of Instruction
TE 868 Copyright, Fair Use, and Ethics
TE 886P Technology Tools for Teachers
TE 877 Developing Web-Based Educational Environments
      or
CSIS 840P Client-Side Web Application Development
TE 891 Field Experiences in Instructional Technology
CSIS 825P Data Base Systems (Prerequisite CSIS 130 or CSIS 834P or instructor permission)
CSIS 834P Information Technology Teaching Methods (Prerequisite TE 810, TE 870 OR TE 886P or instr. permission)
CSIS 848P Computer System Administration (Prerequisite CSIS 130 or ITEC 345 or CSIS 834P or instr. permission)
CSIS 858P Computer Security (Prerequisite CSIS 848P OR ITEC 430 or instr. permission)
3 hours of electives

Electives in Teacher Education and Computer Science and Information Systems

TE 805 Overview of Assistive Technology
TE 810 Design and Development of Instruction
TE 867 Storytelling in the School Library and Classroom
TE 868 Copyright, Fair Use, and Ethics
TE 869 Introduction to the School Library Program
TE 870 Developing Web-Based Portfolios
TE 871 CollectionDevelopment and Management
TE 872 Organization of School Library and Technology Resources
TE 873 Reference Services and Resources
TE 874 Production of Instructional Resources
TE 875 Administration of the School Library Program
TE 876 Integration of Curriculum, Technology, and Media
TE 877 DevelopingWeb-Based Educational Environments
TE 878 Leadership in Instructional Technology
TE 879 Seminar in Instructional Technology
TE 880 Management of Educational Technology
TE 881 DistanceEducation
TE 882 Teacher Development Training in Instructional Technology
TE 883 Classroom Desktop Publishing
TE 884 Educational Telecommunications
TE 885 Instructional Video Production
TE 886 Technology Tools for Teachers
TE 887 Electronic Media Production
TE 888 MultimediaProduction
TE 889 MultimediaDevelopment
TE 890 Administration of School Based Computer Networks
TE 891 Field Experiences in Instructional Technology
TE 892 Internship in Instructional Technology
TE 893 Field Experiences in School Library
CSIS 825P Data Base System [4]
CSIS 834P Information Technology Teaching [4]
CSIS 840P Client-Side Web Application Development [4]
CSIS 848P Computer System Administration [4]
CSIS 850P E-Commerce Information Systems [4]
CSIS 858P Computer Security[4]
CSIS 892P Practicum in Computer Science/Information Systems[4]
CSIS 893P Directed Readings in Computer Science/Information Systems[4]
CSIS 894P Directed Research in Computer Science/Information Systems[4]
CSIS 895P Independent Study in Computer Science/Information Systems[4]

[4] Please note that many of the CSIS courses have prerequisite courses or require instructor permission

Additional electives may also be taken in CSIS and in Art, CDIS, JMC,ENG, and BMIS with permission

Rule 24 Matrix
Table of Alignment of Standards and Assessments

Name of Institution: University of Nebraska Kearney
Date Submitted: February 25, 2012

Endorsement: School Librarian
Total Hours Required by Rule 24: 30   **Program Hours Required by Institution:30**

Grade Levels: PK-12
Endorsement Type: Field

Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.54D Certificate Endorsement Requirements:							
This endorsement shall require the applicant to hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in library media courses, including leadership, library administration, technology, information access, children's and young adult literature, resource management, and curriculum and instruction.			**Candidate Proficiencies**				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
TE 810 Design and Development of Instruction (3)	Design of Instr. Unit 1& 2		X	X	X	X	X
TE 868 Copyright, Fair use, and Ethics (3)	Copyright/Fair Use Project Brief Creation Project Fair Use Harbor Project		X		X	X	
TE 869 Into to the School Library Program (3)	Customized Literature Plan Prof Ethics Scenario Project Info Literacy and Lit. Int Project Motiv/Read Role Strat Project Child and/or Adol Lib Res Log Online Disc Part/Readings	Motiv/Read Role Strat Project	X	X	X	X	X
TE 870 Developing Web-Based Portfolios (3)	Academic Portfolio	Academic Portfolio	X	X	X	X	X
TE 871 Collection Dev. And Mgt (3)	Practicum Selection Policy Project Sel for CurMapping Project Multiple Literacies Int Project Online Discussions	Sel for CurMapping Project	X	X	X	X	X
TE 872 Organization of School Library and Tech. resources (3)	Discussion Boards Eval of Online Cats Cataloging Practice Dewey Research Proj Lesson Plan		X	X	X	X	X
TE 873 Reference Services and Resources (3)	Ref Res Purchase Prop Reference Interview Project Reference Source InstrLesson Virtual Research Handbook	Virtual Research Handbook	X	X	X	X	X

	Online Disc Part/Readings						
TE 875 Adm. Of the School Library Program (3)	Advocacy Plan Policy Formation Project Staff Development Project Strategic Plan Online Discussions	Advocacy Plan Strategic Plan	X	X	X	X	
TE 893 Field Exp. In School Library (3)	EmpLearn/Stand Exam Action Research Project Capstone 21 Clnt Project Hours Log Attend of a Prof DevConf Rep Online Discussions Prof Competencies Survey	Capstone 21st Clnt Project Action Research Project	X	X	X	X	X
THREE hours of approved electives	Embedded in proj and act throughout the course						

Standard/Description

| S1. Teaching for Learning: Candidates are effective teachers who demonstrate knowledge of learners and learning, 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. Elements of these competencies are:
E1. Knowledge of learners and learning;
E2. Effective and knowledgeable teachers;
E3. Instructional partners; and
E4. Integration of 21st-century skills and learning standards. | **Candidate Proficiencies** | | | | |

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
TE 810 Design and Development of Instruction (3)	Design of Instr. Unit 1 & 2 (E1, E2)		X	X	X	X	X
TE 869 Into to the School Library Program (3)	Info Literacy and Lit. Int Project (E1, E2, E3, E4) Motiv/Read Role Strat Project (E1, E2, E3)	Motiv/Read Role Strat Project (E1, E2, E3)	X	X	X	X	X
TE 870 Developing Web-Based Portfolios (3)	Academic Portfolio (S1 in total)	Academic Portfolio (S1 in total)	X	X	X	X	X
TE 871 Collection Dev. And Mgt (3)	Selection Policy Project (E4) Sel for CurMapping Project (E1, E3) Multiple Lit Integration Project (E1, E2, E3, E4)	Sel for CurMapping Project (E1, E2)	X	X	X	X	X

Course	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
TE 872 Organization of School Library and Tech. resources (3)	Dewey/Online Cat Lesson Plan (E2, E4)		X	X	X	X	X
TE 873 Reference Services and Resources (3)	Reference Source InstrLesson (E1, E2, E3, E4) VritualResearch Handbook (E2, E4)	Virtual Research Handbook (E2, E4)	X	X	X	X	X
TE 875 Adm. Of the School Library Program (3)	Advocacy Plan (E1, E3) Staff Development Project (E2, E3) Strategic Plan (E1)	Advocacy Plan (E1, E3) Strategic Plan (E1)	X	X	X	X	
TE 893 Field Exp. In School Library (3)	EmpLearn/Stand Exam (E1, E2, E3, E4) Multiple LiteraciesIntProject (E1, E2, E3, E4)	Multiple LiteraciesInt Project (E1, E2, E3, E4)	X	X	X	X	X

Standard/Description

S2. Literacy and reading: Candidates promote reading for learning, personal growth, and enjoyment. They 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. Elements of these competencies are:

E1. Literature;
E2. Reading promotion;
E3. Respect for diversity; and
E4. Literacy strategies.

Candidate Proficiencies

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
TE 869 Into to the School Library Program (3)	Customized Literature Plan (E1) Info Literacy and Lit. Int Project (E1, E2, E3, E4) Motiv/Read Role Strat Project (E2, E4) Child and/or Adol Lib Res Log (E1, E4)	Motiv/Read Role Strat Project (E2, E4)	X	X	X	X	X
TE 870 Developing Web-Based Portfolios (3)	Academic Portfolio (S2 in total)	Academic Portfolio (S2 in total)	X	X	X	X	X
TE 871 Collection Dev. And Mgt (3)	Sel for CurMapping Project (E1, E3) Multiple Literacies Int Project (E1, E3, E4)	Sel for CurMapping Project (E1, E3)	X	X	X	X	X

TE 873 Reference Services and Resources (3)	Virtual Research Handbook (E1)	Virtual Research Handbook (E1)	X	X	X	X	
TE 893 Field Exp. In School Library (3)	Capstone 21st CInt Project (E1, E3, E4)	Capstone 21st CInt Project (E1, E3, E4)	X	X	X	X	X

Standard/Description

S3. 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 and demonstrate the use of a variety of research strategies to generate knowledge to improve practice. Elements of these competencies are: E1. Efficient and ethical information-seeking behavior; E2. Access to information; E3. Information technology; and E4. Research and knowledge creation.	**Candidate Proficiencies**			

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
TE 810 Design and Development of Instruction (3)	Design of Instr. Unit 1 & 2 (E4)		X	X	X	X	X
TE 868 Copyright, Fair use, and Ethics (3)	Copyright/Fair Use Project (E1, E2) Brief Creation Project (E1) Fair Use Harbor Project (E1)		X		X	X	
TE 869 Into to the School Library Program (3)	Prof Ethics Scenario Project (E1, E2) Info Literacy and Lit. Int Project (E3) Motiv/Read Role Strat Project (E3, E4) Child and/or Adol Lib Res Log (E1)	Motiv/Read Role Strat Project (E3, E4)	X	X	X	X	X
TE 870 Developing Web-Based Portfolios (3)	Academic Portfolio (S3 in total; E3))	Academic Portfolio (S3 in total; E3)	X	X	X	X	X
TE 871 Collection Dev. And Mgt (3)	Selection Policy Project (E1, E2) Sel for CurMapping Project (E1, E3, E4) Multiple Literacies Int Project (E3)	Sel for CurMapping Project (E1, E3, E4)	X	X	X	X	X
TE 872 Organization of School Library and Tech. resources (3)	Eval of Online Cats (E2)		X		X	X	

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
	Dewey Research Proj (E2)						
TE 873 Reference Services and Resources (3)	Reference Interview Project (E1, E2, E4) Reference Source InstrLesson (E1, E2, E3) Virtual Research Handbook (E1, E2, E3)	Virtual Research Handbook (E1, E2, E3)	X	X	X	X	X
TE 875 Adm. Of the School Library Program (3)	Advocacy Plan (E4) Policy Formation Project (E1, E2) Strategic Plan (E2, E4)	Advocacy Plan (E4) Strategic Plan (E2, E4)	X		X	X	
TE 893 Field Exp. In School Library (3)	EmpLearn/Stand Exam (E1, E2, E3) Action Research Project (E4) Capstone 21st C Int Project (E3)	Capstone 21st C Int Project (E3) Action Research Project (E4)	X	X	X	X	X

Standard/Description

S4. 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. They provide leadership by articulating how school libraries contribute to student achievement. Elements of these competencies are: E1. Networking with the library community; E2. Professional development; E3. Leadership; and E4. Advocacy.	**Candidate Proficiencies**

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
TE 868 Copyright, Fair use, and Ethics (3)	Copyright/Fair Use Project (E2)		X		X	X	
TE 869 Into to the School Library Program (3)	Prof Ethics Scenario Project (E1) Motiv/Read Role Strat Project (E3)	Motiv/Read Role Strat Project (E3)	X	X	X	X	
TE 870 Developing Web-Based Portfolios (3)	Academic Portfolio (S4 in total)	Academic Portfolio (S4 in total)	X	X	X	X	X
TE 871 Collection Dev. And Mgt (3)	Practicum		X	X	X	X	X

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
	(E1)						
TE 872 Organization of School Library and Tech. resources (3)	Dewey Research Proj (E2)		X		X	X	
TE 873 Reference Services and Resources (3)	Reference Interview Project (E1)		X	X	X	X	X
TE 875 Adm. Of the School Library Program (3)	Advocacy Plan (E3, E4) Staff Development Project (E3) Strategic Plan (E3)	Advocacy Plan (E3, E4) Strategic Plan (E3)	X	X	X	X	
TE 893 Field Exp. In School Library (3)	EmpLearn/Stand Exam (E2, E3, E4) Action Research Project (E1, E2, E3, E4) Capstone 21st CIntProject (E1) Hours Log (E1) Attend of a Prof DevConf Rep (E1, E2) Prof Competencies Survey (E3)	Capstone 21st CIntProject (E1) Action Research Project (E1, E2, E3, E4)	X	X	X	X	X

Standard/Description

S5. 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. Elements of these competencies are: E1. Collections; E2. Professional ethics; E3. Personnel, funding, and facilities; and E4. Strategic planning and assessment.	**Candidate Proficiencies**						
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
TE 868 Copyright, Fair use, and Ethics (3)	Copyright/Fair Use Project (E2) Brief Creation Project (E2) Fair Use Harbor Project (E2)		X		X	X	
TE 869 Into to the School Library Program (3)	Prof Ethics Scenario Project (E2) Motiv/Read Role Strat Project	Motiv/Read Role Strat Project (E3)	X	X	X	X	

	(E3) Child and/or Adol Lib Res Log (E1)						
TE 870 Developing Web-Based Portfolios (3)	Academic Portfolio (S5 in total)	Academic Portfolio (S5 in total)	X	X	X	X	X
TE 871 Collection Dev. And Mgt (3)	Selection Policy Project (E1, E2, E3, E4) Sel for CurMapping Project (E1, E3, E4) Multiple Literacies Int Project (E1, E2)	Sel for CurMapping Project (E1, E3, E4)	X	X	X	X	
TE 872 Organization of School Library and Tech. resources (3)	Eval of Online Cats (E1) Cataloging Practice (E1) Dewey Research Proj (E1) Lesson Plan (E2, E3)		X	X	X	X	X
TE 873 Reference Services and Resources (3)	Ref Res Purchase Prop (E1, E3, E4) Virtual Research Handbook (E1, E2, E4)	Virtual Research Handbook (E1, E2, E4)	X	X	X	X	
TE 875 Adm. Of the School Library Program (3)	Advocacy Plan (E3, E4) Policy Formation Project (E3, E4) Strategic Plan (E3, E4)	Advocacy Plan (E3, E4) Strategic Plan (E3, E4)	X		X	X	
TE 893 Field Exp. In School Library (3)	EmpLearn/Stand Exam (E1, E2, E3, E4) Action Research Project (E4)	Action Research Project (E4)	X		X	X	

Assessment #1: School Library Program Academic Portfolio
(Assessment of content knowledge in the field of school librarianship)

I. Narrative about the Assessment

a. Description of Assessment and Use in Program
The Nebraska Department of Education does not require that candidates take a licensure test for teacher certification or endorsements in specialized fields. Instead, candidates who complete the coursework at UNK for the school librarian endorsement create aweb-based School Library Program Academic Portfolio. Candidates completing coursework for the endorsement only, as well as candidates who are completing a master's degree create the portfolio while taking the required course, TE 870 Developing Web-Based Portfolios. Candidates will have their portfolios reviewed by peers, as well as participate in peer reviewing of portfolios.The portfolio assignment assesses the content knowledge of candidates in the field of school librarianship.

b. How Assessment Aligns with Standards Cited
The School Library Program Academic Portfolio aligns with all five of the ALA/AASL Standards for Initial Preparation of School Librarians (ALA/AASL, 2010). Candidateschoose at least two artifacts for each of the five standards that demonstrate their knowledge and abilities as described by that standard, then through a narrative reflect how the artifacts demonstrate the candidate's knowledge and abilities in each standard (Standards 1-5). Additionally, the portfolio aligns with Standards 4.3, 1.4, and 3.3. Candidates' reflective statements provide evidence that they are able to articulate the role and relationship of the school library program's impact on student learning (4.3) as outlined in *Empowering Learners* (AASL, 2009). The artifacts they choose also demonstrate howthe candidates plan and implement instruction and support of AASL's Standards for the 21st Century Learner (AASL, 2007) with P-12 students (1.4). Finally, candidates'creation of web-based technology model and facilitate the effective use of current and emerging digital tools to communicate in a digital society (3.3).

c. Analysis of Data Findings
In the fall of 2011, 13 candidates completed the School Librarian Program Academic Portfolio while taking TE 870, Developing Web-Based Portfolios. Of the 13, 8 (62%) earned target scores, 3 (23%) earned acceptable scores, and 2 (15%) earned unacceptable scores. In the summer of 2012, 18 candidates completed the portfolio. Of the 18, 14 (78%) earned target scores, 3 (17%) earned acceptable scores, and 1 (5%) earned an unacceptable score.

In examining the portfolios by project component, it is evident that a fewspecific candidates (1-3 depending on the component) had difficulty providing artifacts to support all of the standards, and these same few had difficulty explaining the connection between the artifacts and the ALA/AASL Standards (2010). The problem proved to be confusion by these candidates between AASL's Standards for the 21st Century Learner (2007) and the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). Because of this confusion, in the summer of 2012 directions were provided that suggested candidates to arrange the artifacts by ALA/AASL Standard (rather than by artifact or by course) and more emphasis was placed on the process of aligning artifacts with the ALA/AASL Standards for the Initial Preparation of School Librarians (2010).

The portfolios from the summer of 2012 did prove to be more successful for the candidates because of better directions; however, the addition of some exemplary candidate portfolios to show as examples will be added to the course the next time it is taught. It is hoped that this addition will help to make all candidates successful and raise the number of target scores as well.

d. How Data Provide Evidence for Meeting Standards

In parsing the portfolio scores by standards, the conclusions and subsequent suggestions are basically the same as the analysis of the component level above. All but a few specific candidates (1 -3 depending on the standard) in the fall of 2011 achieved target or acceptable on all of the standards; and all but one achieved target or acceptable on all standards in the summer of 2012. The addition of exemplary candidate portfolios to use as examples will be added to the course in hopes of helping all candidates to be more successful.

II. Assessment Documentation

e. Assessment Tool/Description of Assignment

TE 870 Developing Web-Based Portfolios
School Library Program Academic Portfolio

Candidates who complete the coursework at UNK for the school librarian endorsement will create a web-based School Library Program Academic Portfolio. Candidates completing coursework for the endorsement only, as well as candidates who are completing a master's degree create the portfolio while taking the required course, TE 870 Developing Web-Based Portfolios. The portfolio assignment assesses the content knowledge of candidates in the field of school librarianship.

An electronic portfolio will include exemplary examples of the candidate's work and, perhaps, exemplary examples of his or her own students' work based upon instructional experiences provided by the candidate. **The portfolio will include a linked page for each of the ALA/AASL Standards for Initial Preparation of School Librarians (2010) that displays or links at least two artifacts demonstrating the knowledge and abilities the candidate has gained through the creation of the artifacts.** Each standard page must include a reflective narrative statement explaining how the chosen artifacts were selected, and how the artifacts demonstrate the candidates' knowledge and abilities as described by that standard. In addition, through their reflective statements candidates will demonstrate their ability to articulate the role and relationship of the school library program's impact on student learning as outlined in *Empowering Learners* (AASL, 2009). Further, each of the artifacts they choose tell/show how the candidate plans and/or implements instruction and support of AASL's Standards for the 21st Century Learner (AASL, 2007) with P-12 students.

Please keep in mind that this portfolio should show the candidate's creativity, as well as highlight professional and academic growth. The candidate will have his/her portfolio peer reviewed, and likewise participate in peer reviewing of portfolios.

Requirements for the School Librarian Program Academic Portfolio:

1.   The portfolio will be created as a web-based product and preferably stored on the Web. Thecandidate must submit the URL of the website to his or her academic advisor, or provide the site on a CD-ROM or DVD or similar medium.

2.   The portfolio must include a "Table of Contents," "Menu," or a similar device, which will allow non-linear access to the various portfolio components.

3.   The candidate will create an "Introduction Section" for their electronic portfolios. The portfolio introduction section will synthesize how the experiences documented by the individual entries contributed to the candidate's professional growth. Some appropriate questions to address in the introduction are: *How will you apply what you learned in the school library concentration courses in your practice as a school librarian? How have you grown professionally since entering the program? What were the most valuable experiences you gained during the duration of the program?*

5.   The "Main" section of the portfolio will include a page for each of the ALA/AASL Standards for Initial Preparation of School Librarians (2010) with linked exemplary examples of candidate work from courses taken. If research papers and similar paper products are presented, they must either be digitized or translated into an electronic format. If a candidate has exemplary examples of the candidate's own students' work, which are based upon the knowledge the candidate obtained during the program of study, those examples may be included, as long as they have **documentation explaining their relevance**. Each of the standard pages must have an "Reflective Statement" explaining how the chosen artifacts were selected, and how the artifacts demonstrate the candidates' knowledge and abilities as described by that standard. In addition, through their reflective statements candidates will demonstrate their ability to articulate the role and relationship of the school library program's impact on student learning as outlined in Empowering Learners (AASL, 2009). Further, each of the artifacts they choose tell/show how the candidate plans and/or implements instruction and support of AASL's Standards for the 21st Century Learner (AASL, 2007) with P-12 students.

6.   Keep in mind that your portfolio should be designed to facilitate the viewer's ability to locate, analyze, evaluate and use the information you present. It should engage the viewer's attention and maintain it through effective use of digital components, **including video and images**.

Miscellaneous comments and directions:
1) All documentation will be electronic.
2) Portfolios may include links to various web sites with additional documentation.
3) If projects are the result of group activity, **all participants must be cited in a "reference" section**.
4)The portfolio should **showcase only your best work and present the range of your skills and experiences.** You should include only exemplary work. That might mean for one student that projects and other artifacts from every class are presented and for another only projects from a few classes are presented. You might have three projects from one class and nothing from five other classes. However, please remember that all five of the ALA/AASL Standards for Initial Preparation of School Librarians (2010) should be represented by at least two of your artifacts, giving the picture of a well-rounded school library professional. Each artifact may link to more than one standard.

Tip: Use the Scoring Rubric to assist you in your development of the portfolio.

Peer Review Assignment

1.   Each author will make arrangements to have another student review his or her portfolio. The author will provide the reviewer with the URL for the portfolio and send a copy of his or her portfolio plan to the reviewer.

2. The reviewer will explore and examine all areas of the portfolio and will provide feedback to the author. Feedback will include, but is not limited to, broken links, broken images, lack of required items, and overall impression of the portfolio, including impressions of fonts, colors, layout, and professionalism of the portfolio. The reviewer must also provide feedback on the reflective statements, artifacts, alignment with standards, and any other aspect of the portfolio that the reviewer wishes to discuss or that the author requests the reviewer to examine. The reviewer, if possible, should attempt to provide at least some potential solutions to problems that he or she encounters.

3. **Note to reviewers and authors:** It is imperative that the reviewer provide honest, sincere, critical analysis of the author's work to the author. This assignment is not meant to be a flattery statement, or to sugar coat problems. The author should expect significant criticism of the portfolio from the reviewer -- this is your job as a peer reviewer. It IS NOT important for the reviewer to flatter the author and say what a nice portfolio it is. It IS important to point out errors, impressions, concerns and things the author can fix before either the prospective employer or the graduation committee point those problems out with dire consequences for the author. As the reviewer you are NOT doing your job if you do not honestly note problems for the author.

4. Keeping that in mind, the author should accept the criticism as it is intended – as help and assistance from the reviewer. The author should not take offense to critical comments but should welcome, accept, and appreciate them. It is similar to the way an editor helps an author with a manuscript. The editor provides feedback so the author can improve the article or text. Both the author and the editor want the best article possible to be published and that requires honest criticism. The same concept applies to the portfolio review. So be honest in your appraisal of the portfolio and accept your reviewer's comments in the same manner.

ALA/AASL Standards Addressed:
Standard 1: Teaching for Learning (as a whole)
1.4 Integration of twenty-first century skills and learning standards
Standard 2: Literacy and Reading (as a whole)
Standard 3: Information and Knowledge (as a whole)
3.3 Information technology
Standard 4: Advocacy and Leadership (as a whole)
4.3 Leadership
Standard 5: Program Management and Administration (as a whole)

f. Scoring Guide

School Library Program Academic Portfolio

TE 870 Developing Web-based Portfolios

Component/AASL Standard	2 Target	1 Acceptable	0 Unacceptable	Score/ Comments
Teaching for Learning (ALA/AASL Standard 1)	Narrative explains how at least two artifacts demonstrate the candidate's knowledge of learners and learning who models and promotes collaborative planning, instruction in	Narrative explains how one artifact demonstrates the candidate's knowledge of learners and learning who models and promotes collaborative planning, instruction in multiple	Narrative does not explain how at least one artifact demonstrates the candidate's knowledge of learners and learning who models and promotes collaborative planning,	

	multiple literacies, and inquiry-based learning.	literacies, and inquiry-based learning.	instruction in multiple literacies, and inquiry-based learning.	
Literacy and Reading (ALA/AASL Standard 2)	Narrative explains how at least two artifacts demonstrate the candidate's ability to promote reading for learning, personal growth, and enjoyment. These artifacts show how the candidate has used strategies to reinforce classroom reading instruction.	Narrative explains how one artifact demonstrates the candidate's ability to promote reading for learning, personal growth, and enjoyment. This artifact shows how the candidate has used a variety of strategies to reinforce classroom reading instruction.	Narrative does not explain how at least one artifact demonstrates the candidate's ability to promote reading for learning, personal growth, and enjoyment. This artifact shows how the candidate has used a variety of	
Information and Knowledge (ALA/AASL Standard 3)	Narrative explains how at least two artifacts demonstrate the candidate's ability to model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. These artifacts show how the candidate has used research strategies to generate knowledge to improve practice.	Narrative explains how one artifact demonstrates the candidate's ability to model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. This artifact shows how the candidate has used research strategies to generate knowledge to improve practice.	Narrative does not explain how at least one artifact demonstrates the candidate's ability to model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. This artifact shows how the candidate has used research strategies to generate knowledge to improve practice.	
Advocacy and Leadership (ALA/AASL Standard 4)	Narrative explains how at least two artifacts demonstrate the candidate's ability to advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement. These artifacts show how the candidate is committed to continuous learning and professional growth and leads professional development activities for other educators.	Narrative explains how one artifact demonstrates the candidate's ability to advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement. This artifact shows how the candidate is committed to continuous learning and professional growth and leads professional development activities for other educators.	Narrative does not explain how at least one artifact demonstrates the candidate's ability to advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement. This artifact shows how the candidate is committed to continuous learning and professional growth and leads professional development activities for other educators.	
Program Management and Administration (ALA/AASL Standard 5)	Narrative explains how at least two artifacts demonstrate the candidate's ability to plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school.	Narrative explains how one artifact demonstrates the candidate's ability to plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school.	Narrative does not explain how at least one artifact demonstrates the candidate's ability to plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school.	
Empowering Learners (4.3)	Reflective statement for each of the artifacts gives evidence that the candidate is able to articulate the role and relationship of the school library program's impact on student learning as outlined in *Empowering Learners* (AASL, 2009).	Reflective statement for most of the artifactsgives evidence that the candidate is able to articulate the role and relationship of the school library program's impact on student learning as outlined in *Empowering Learners* (AASL, 2009).	Reflective statements for the artifacts do not give evidence that the candidate is able to articulate the role and relationship of the school library program's impact on student learning.	
AASL Standards for the 21st Century Learner (1.4)	Each of the artifactsdemonstrate how the candidate plans and/or implements instruction and support of AASL's Standards	Most of the artifactsdemonstrate how the candidate plans and/or implements instruction and support of AASL's Standards	The artifacts do not demonstrate how the candidate plans and/or implements instruction and support of AASL's Standards	

	for the 21st Century Learner (AASL, 2007) with P-12 students.	for the 21st Century Learner (AASL, 2007) with P-12 students.	for the 21st Century Learner (AASL, 2007) with P-12 students.
Design (3.3)	Design facilitates the viewer's use of current and emerging digital tools to locate, analyze, evaluate and use the information presented.	Design does not hinder the viewer's use of current and emerging digital tools to locate, analyze, evaluate and use the information presented.	Design obstructs the viewer's use of current and emerging digital tools to locate, analyze, evaluate and use the information presented.
Appearance (3.3)	Design engages the viewer's attention and maintains it through effective use of digital tools and resources. Makes effective use of digital components, including video and images.	Design meets all requirements for design and layout. Makes appropriate use of digital components, including images.	Not professional in appearance. Digital components are not used appropriately.
Mechanics	Writing is clear and free of grammatical and punctuation errors.	Writing is not clear *or* contains grammatical and/or punctuation errors.	Writing is not clear *and* contains grammatical and/or punctuation errors.

Total Score:

Comments:

g. Candidate Data

Fall, 2011
Candidates N=13

Project Component	Target	Acceptable	Unacceptable
Teaching for Learning	11 (85%)	0	2 (15%)
Literacy and Reading	9 (69%)	2 (15%)	2 (15%)
Information and Knowledge	11 (85%)	1 (8%)	1 (8%)
Advocacy and Leadership	8 (62%)	2 (15%)	3 (23%)
Program Management and Administration	11 (85%)	1 (8%)	1 (8%)
Empowering Learners	12 (92%)	1 (8%)	0
AASL Standards for the 21st Century Learner	13 (100%)	0	0
Functional Design	11 (85%)	2 (15%)	0
Appearance	8 (62%)	7 (54%)	0
Mechanics	11 (85%)	2 (15%)	0
Total	8 (62%)	3 (23%)	2 (15%)

By Standards Addressed:

By Standard	Target	Acceptable	Unacceptable
1 (as a whole)	11 (85%)	0	2 (15%)
2 (as a whole)	9 (69%)	2 (15%)	2 (15%)
3 (as a whole)	11 (85%)	1 (8%)	1 (8%)

4 (as a whole)	8 (62%)	2 (15%)	3 (23%)
5 (as a whole)	11 (85%)	1 (8%)	1 (8%)
4.3	12 (92%)	1 (8%)	0
1.4	13 (100%)	0	0
3.3	12 (92%)	1 (8%)	0

Summer, 2012

Candidates N=18

Project Component	Target	Acceptable	Unacceptable
Teaching for Learning	15 (83%)	3 (17%)	0
Literacy and Reading	17 (94%)	0	1 (5%)
Information and Knowledge	14 (78%)	4 (22%)	0
Advocacy and Leadership	16 (89%)	1 (5%)	1 (5%)
Program Management and Administration	15 (83%)	2 (11%)	1 (5%)
Empowering Learners	18 (100%)	0	0
AASL Standards for the 21st Century Learner	17 (94%)	0	1 (5%)
Functional Design	18 (100%)	0	0
Appearance	10 (56%)	8 (44%)	0
Mechanics	18 (100%)	0	0
Total	14 (78%)	3 (17%)	1 (5%)

By Standards Addressed:

By Standard	Target	Acceptable	Unacceptable
1 (as a whole)	15 (83%)	3 (17%)	0
2 (as a whole)	17 (94%)	0	1 (5%)
3 (as a whole)	14 (78%)	4 (22%)	0
4 (as a whole)	16 (89%)	1 (5%)	1 (5%)
5 (as a whole)	15 (83%)	2 (11%)	1 (5%)
4.3	18 (100%)	0	0
1.4	17 (94%)	0	1 (5%)
3.3	18 (100%)	0	0

Assessment #2: Action Research Project
(Assessment of content knowledge in the field of school librarianship)

I. Narrative about the Assessment

a. Description of Assessment and Use in Program

This project, a requirement of the capstone field experience candidates complete while taking TE 893 Field Experiences in the School Library, is about using the action research process in combination with content knowledge (gathered from previous classesand experiences) to solve anauthentic problem or address an area that needs improvement in a school library program. Candidates, together with their supervising school librarian, evaluate a school library program using the *School Library Program Assessment Rubric* (From *A Planning Guide for Empowering Learners with School Library Program Assessment Rubric* [AASL and Britannica Digital Learning, 2010]). Then, they choose an area or problem to address (on a different level [elementary, middle, or secondary] than the Capstone 21st Century Learning Inquiry Project for TE 893). The candidate uses the action research process to develop an implementation plan to solve the problem or improve the weakness. The project includes a description of the weakness or problem, a description of the data collection process, a section reporting the data as organized into a table or chart, confirmation of original data from two other sources (triangulation), interpretation of the data, a best solution based on the data with input from students and staff, and methods and timetable for implementation of solution. The Action Research Project assesses candidates' content knowledge as well as professional knowledge in the field of school librarianship.

b. How Assessment Aligns with Standards Cited

The Action Research Project aligns primarily with Standard 4, Advocacy and Leadership, and also strongly with element 3.4 of Standard 3, Information and Knowledge. In this project, candidates network with the library community by collaborating with their supervising librarians(and often with other librarians as well, 4.1) to address a problem or area of concern as determined from the data they collect from *School Library Program Assessment Rubric* (From *A Planning Guide for Empowering Learners with School Library Program Assessment Rubric* [AASL and Britannica Digital Learning, 2010]). In addition to *A Planning Guide for Empowering Learners*, candidates read professional publications both for background and for the literature review (4.2)*for background to address the problem/area of concern. By utilizing the data they collect and the information from professional sources, candidates display leadership qualities by using evidence-based practice to devise a plan to improve or enhance the school library program (4.3). Element 3.4 is addressed because the candidate uses evidence-based, action research to collect, interpret, and use data to devise solutions to improve practice in an actual school library. The project also aligns somewhat with Standards 1 and 5. In order for the candidate to become more knowledgeable of different stages of human growth and development and how these affect library service and instruction (1.1), the Action Research Project takes place at a school of a different level (elementary, middle, or secondary) than the Capstone 21st Century Learning Inquiry Project(also completed during TE 893). Candidates make effective use of data and information to improve library service and meet the needs of a community of learners (5.4).

*An additional assignment in the program that addresses element 4.2 is the Attendance of a Professional Conference requirement and subsequent report (4.1, 4.2, 4.3) completed in TE 893, Field Experiences in the School Library.

c. Analysis of Data Findings

During the fall of 2011, 13 candidates (taking the course TE 893 Field Experiences in the School Library)completed the Action Research Project. Of the 13, 11 earned target scores, one earned an acceptable score, and one project was unacceptable.

Because of the two lower scores in the fall of 2011, in the spring of 2012 faculty began conducting an early advisement session with each of the candidates privately to discuss his/her plans for their Action Research Project early in the semester. This session was in addition to the discussion board postings we had done in previous semesters. During the spring of 2012, 9 candidates completed the Action Research Project. Of the 9, 8 earned a target score and one earned an acceptable score. This candidate earned target on all components, but was late with the project so received a 10% deduction. There were no unacceptable scores.

The results of the early advisement session with candidates were better action plans, especially the data collection methods and implementation phases. Faculty will continue this practice.

d. How Data Provide Evidence for Meeting Standards

Examination of the candidate data for fall 2011 shows candidates achieved mastery at the target or acceptable level forstandards 1.1, 1.2, 4.1, and 4.2. There were two candidates who did not master standards 3.4, 4.3, and 5.4. After adding the early advisement sessions, all candidates in the spring of 2012 achieved mastery at the target or acceptable level for all standards for the project.

II. Assessment Documentation

e. Assessment Tool/Description of Assignment

TE 893: Field Experiences in the School Library
Action Research Project

This project, a requirement of the capstone field experience, is about using the action research process in combination with content knowledge (gathered from your previous classesand experiences) to solve a problem or improve an area that needs improvement.

1) In preparation for the project read the article, "Why Action Research?" (Howard &Eckhardt, 2005).

2) Collaborate with your supervising school librarian to evaluate your field experience school library program using the *School Library Program Assessment Rubric* (From *A Planning Guide for Empowering Learners with School Library Program Assessment Rubric* [AASL and Britannica Digital Learning, 2010]).

3) Togetherwith your supervising SL, choose an area of improvement or problem in that school library program (on a different level [elementary, middle, or secondary] than the Collaborative Information Literacy Integration Project for TE 893).Every program can be improved and we are all learners, however **please be tactful in discussing these issues with your host school librarian!**

4)Discuss on the Blackboard Discussion Board how you are planning to use the action research process (include a brief description of the area of improvement or problem, ideas about where to look for information about the problem [book topics, keywords for searches, etc.], how you will gather information about the background of the area of improvement/problem, and ideas about collecting data for solving the problem) to write your action plan. Respond to at least one other candidate's posting.

5) When you have reached this point, email me and make an appointment to discuss your project. Bring

your completed *School Library Program Assessment Rubric* (From *A Planning Guide for Empowering Learners with School Library Program Assessment Rubric* [AASL and Britannica Digital Learning, 2010]), and all of your plans thus far for the project.

4) Once you have received approval, you will then use the action research process to develop a plan to solve the designated problem or improve the weakness. The project will include*:

- A description of the weakness or problem (including literature review)
- A description of the data collection process and all information gathering tools (surveys, interview questions, etc.)
- A section reporting the data as organized into a table or chart
- Confirmation of original data from two other sources (triangulation)
- Interpretation of the data
- A best solution based on the data **with input from students and staff**
- Strategies and timetable for implementation of solution
- Reference list in APA (6th ed.) format

*Please see grading rubric for details for each section.

ALA/AASL Standards Addressed:
Standard 1: Teaching for Learning
1.1 Knowledge of learners and learning
Standard 3: Information and Knowledge
3.4 Research and knowledge creation
Standard 4: Advocacy and Leadership
4.1 Networking with the library community
4.2 Professional development
4.3 Leadership
Standard 5: Program Management and Administration
5.4 Strategic planning and assessment

f. Scoring Guide

Action Research Project

TE 893 Field Experiences in School Library

Component/ AASL Standard	Points	Target 90-100%	Acceptable 80-89%	Unacceptable 79% and Below	Score/ Comments
P-12 Level Requirement (1.1)	Pass/ Fail	In order for the candidate to become more knowledgeable of different stages of human growth and development and how these affect library service and instruction, the Action Research Project takes place at a school of a different level (elementary, middle, or secondary) than the Capstone 21st Century Learning Inquiry Project. **Pass**	Action Research Project does not take place at a school of a different level (elementary, middle, or secondary) than the Capstone 21st Century Learning Inquiry Project. **Fail**	Action Research Project does not take place at a school of a different level (elementary, middle, or secondary) than the Capstone 21st Century Learning Inquiry Project. **Fail**	
Description of Weakness or Problem (4.1, 4.2)	50	Narrative description provides evidence of: 1) collaborative partnership with the supervising school librarian to	Narrative description provides evidence of: 1) collaborative partnership with the supervising school librarian to	Narrative description provides does not provide evidence of: 1) collaborative partnership with the supervising	

		determine weakness or problem through program evaluation (*School Library Program Assessment Rubric**), 2) gathering of background information from professional publications as well as from the learning community and other members of the intellectual network of learners, and 3) a literature review of the topic from at least three professional publications.	determine weakness or problem (but without doing a program evaluation), 2) gathering of some background information from professional publications as well as the learning community and other members of the intellectual network of learners, and 3) a literature review of the topic from two professional publications.	school librarian to determine weakness or problem, 2) gathering of background information from professional publications as well as the learning community and other members of the intellectual network of learners, and 3) a literature review of the topic from professional publications.	
Data Collection (3.4)	50	Narrative describes data collection methods and triangulation strategies. Data collection methods are appropriate for gathering information to address the problem or weakness. Data are collected in a logical, organized way.	Narrative describes data collection methods and triangulation strategies. Data collection methods are somewhat appropriate for gathering information to address the problem or weakness, but data are not collected in a logical, organized way.	Narrative describes data collection methods, but data are not triangulated. Data collection methods are not appropriate for gathering information to address the problem or weakness, and data are not collected in a logical, organized way.	
Organization and Interpretation of Data (3.4)	50	Data are organized into tables and/or charts. Triangulation (confirmation of original data from two other data sources) is evident. Narrative of interpretation of data shows logical and insightful analysis.	Data are organized into tables and/or charts. No triangulation (confirmation of original data from two other data sources) is evident. Narrative of interpretation of data shows logical analysis.	Data are not organized into tables and/or charts. No triangulation (confirmation of original data from two other data sources) is evident. Narrative of interpretation of data does not show logical analysis.	
Plan for Implementation of Changes (3.4, 4.3, 5.4)	50	Narrative describes best solution to the problem or weakness. Includes input gathered from collaboratively partnering with students and staff to discuss solution. Outlines strategies based on effective use of data and information, including timetable for implementation of solution.	Narrative describes best solution to the problem or weakness to improve practice. Does not include input gathered from collaboratively partnering with students and staff to discuss solution. Outlines strategies based on effective use of data and information, including timetable for implementation of solution.	Narrative does not describe best solution to the problem or weakness. Does not include input gathered from collaboratively partnering with students and staff. Strategies are not based on effective use of data and information, and do not include a timetable for implementation of solution.	
Organization and Writing	50	Project is organized into readable sections, using headings logically and consistently. Includes reference list of sources in correct APA (6th ed.) format. Writing is clear and free of grammatical and punctuation errors.	Project is organized into readable sections, but does not use headings logically and consistently. Includes reference list of sources but not in correct APA (6th ed.) format. Writing is not clear or contains grammatical and/or punctuation errors.	Project is not organized into readable sections. Does not include reference list of sources. Writing is not clear and contains grammatical and/or punctuation errors.	

Total Score: /250

Comments:

*From *A Planning Guide for Empowering Learners with School Library Program Assessment Rubric* (AASL and Britannica Digital Learning, 2010.

g. Candidate Data

Fall 2011

Candidates N=13

Project Component	Target	Acceptable	Unacceptable
P-12 Level Requirement	13 (100%)	0	0
Description of Problem	12 (92%)	1 (8%)	0
Data Collection	12 (92%)	0	1 (8%)
Org/Interpret of Data	10 (77%)	2 (15%)	1 (8%)
Implementation Plan	11 (85%)	0	2 (15%)
Organization and Writing	6 (46%)	6 (46%)	1 (8%)
Total	11 (85%)	1 (8%)	1 (8%)

By Standard Addressed:

Standard	Target	Acceptable	Unacceptable
1.1	13 (100%)	0	0
3.4	10 (77%)	2 (15%)	1 (8%)
4.1	12 (92%)	1 (8%)	0
4.2	12 (92%)	1 (8%)	0
4.3	11 (85%)	0	2 (15%)
5.4	11 (85%)	0	2 (15%)

Spring, 2012

Candidates N=▮

Project Component	Target	Acceptable	Unacceptable
P-12 Level Requirement	▮ (100%)	0	0
Description of Problem	▮ (89%)	1 (11%)	0
Data Collection	▮ (100%)	0	0
Org/Interpret of Data	▮ (100%)	0	0
Implementation Plan	▮ (78%)	2 (22%)	0
Organization and Writing	▮ (78%)	1 (11%)	1 (11%)
Total	▮ (89%)	1*	0

*Candidate earned a target score, but was late turning in the project so suffered a 10% penalty.

By Standard Addressed:

Standard	Target	Acceptable	Unacceptable
1.1	▮ (100%)	0	0
3.4	▮ (89%)	1 (11%)	0
4.1	▮ (100%)	0	0
4.2	▮ (89%)	1 (11%)	0
4.3	▮ (100%)	0	0
5.4	▮ (100%)	0	0

Assessment #3: Strategic Plan
(Assessment of candidate ability to plan to meet program needs)

I. Narrative about the Assessment

a. Description of Assessment and Use in Program
The Strategic Plan is the culminating project for candidates taking TE 875 Administration of the School Library Program. In collaboration with a team from an elementary or secondary school, candidates write a strategic plan for an authentic school library. The plan includes: external and internal scans, organizational analysis (both school and library), a vision statement, a mission statement, and action plans (including for each a statement of the goal, steps meet the goal, schedule for the steps,resources needed, and anticipated outcomes). Candidates demonstrate their ability to plan to meet program needs in order to better meet the needs of their diverse communities.

b. How Assessment Aligns with Standards Cited
The Strategic Plan aligns primarily with Standard 5, Program Management and Administration. Through the strategic planning process, candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. They develop mission and vision statements, as well as action plans, that support teaching and learning in a school library(5.3). Candidates communicate and collaborate with school personnel to develop a library program that aligns resources, services, and standards with the school and library's mission. They make effective use of data and information to assess how the library program addresses the needs of their diverse communities (5.4). The project also aligns with Standard 1, Teaching for Learning, because candidates become familiar with the cultural influences on student learning in order to support the learning of all students(1.1). They participate in the school improvement process through collaboration with educational partners (1.3)*. Additionally, the project aligns somewhat with Standards 3 and 4. By developing action plans aligned to the school library's mission, candidates demonstrate the ability to develop solutions for addressing physical, social, and intellectual barriers to equitable access to resources and services, thus facilitating access to information in print, non-print, and digital formats (3.2). They interpret and use data from local resources to create and share new knowledge to improve practice in a school library (3.4). By utilizing information from human and local resources, candidates strategically plan ways in which the library program can enhance school improvement efforts (4.3).

*An additional project in the program that addresses element 1.3 is the Staff Development Project (1.2, 1.3, 4.3) completed in TE 875 Administration of the School Library Program.

c. Analysis of Data Findings
During the spring of 2011, 25 candidates completed the Strategic Plan during the course TE 875 Administration of the School Library Program. All 25 earned target scores.

During the spring of 2012, 33 candidates completed the Strategic Plan during the course TE 875 Administration of the School Library Program. All 33 earned target scores.

The Strategic Plan assignment was first implemented in the fall of 2006, and it quickly became one of those "feared" projects. Candidates struggled to get target scores. Faculty experimented with solutions, and found that if candidates posted outlines of the project a couple of weeks before the final project was due, the feedback they received from the instructor as well as from other candidates did much toreduce the struggle. It also helped candidates alleviate the time crunch to finish the project because much of the work was done two weeks ahead. While there is still evidence that some parts are difficult (there are usually 2-3candidates per semester who have difficulty completing all the pieces of the Action

Plans and some who have the usual difficulty with organization and writing), the addition of an early outline assignment has made this project more successful. Candidates also comment on course evaluations that this project is one they find very useful, especially for those candidates already holding school librarian positions.

d. How Data ProvideEvidence for Meeting Standards

Examination of the candidate data for spring of 2011 and spring of 2012 shows that all candidates achieved mastery at the target or acceptable level for all of the standards.

II. Assessment Documentation

e. Assessment Tool/Description of Assignment

TE 875 Administration of the School Library Program
Strategic Plan

The Strategic Plan is the culminating project for candidates taking TE 875 Administration of the School Library Program. In collaboration with a team from an elementary or secondary school, you will write a strategic plan for an authentic school library. The purpose of this project is for you to demonstrate your ability to plan in order to better meet the needs of your diverse communities.

1) Read *Empowering Learners*(AASL, 2009) pp. 30-31, and the "Developing a Vision" handout, a step-by-step guide to writing a strategic plan for a school library based on*Developing a Vision: Strategic Planning for the School Librarian in the 21st Century* by John Crowley, 2011 (print and ebookavailable from the Calvin T. Ryan Library).

2) Find one or two people with which to work:anadministrator, assistant, or teacher of your school (if you are the school librarian), or the school librarian (if you are not the school librarian) and a teacher and/or administrator.

3) Meet with your team and discuss the various parts of the project.

4) Create an outline with 1-2 sentence descriptors of each section of your Strategic Plan (due 2 weeks before the final project). Be sure to check the sample outline, as well as the scoring guide for the Strategic Plan (this is for the whole plan, not the outline) as you develop the outline. Since you are doing the outline early, there will be a couple more weeks for you to meet with your team again, work out the kinks, and write the final plan. Post the outline for your Strategic Plan on the Discussion Board as an attachment to your posting. I will respond with my comments for you to consider as you polish your final project. Find one candidate's outline that has at least one similar aspect to yours and discuss (this will be your response this week).

4) Based on the outline you submitted and the comments you received on Blackboard, create a Strategic Plan for a school library. The components of the plan should include*:

- External Scan (collected from local resources: school records, local papers, interviews)
- Internal Scan (collected from local resources: school records, local papers, interviews)
- Organizational Analysis (of both the school and the school library program)
- Vision Statement
- Mission Statement
- Action Plans (at least two) to include for each:
  1. A statement of the goal or problem

2. Steps to solve the problem
3. Schedule for the steps (can be in general terms)
4. Resources needed (human, information, and physical)
5. Anticipated outcomes

*Please see handout and scoring guide for details for each component

ALA/AASL Standards Addressed:
Standard 1: Teaching for Learning
1.1 Knowledge of learners and learning
1.3 Instructional partner
Standard 3: Information and Knowledge
3.2 Access to information
3.4 Research and knowledge creation
Standard 4: Advocacy and Leadership
4.3 Leadership
Standard 5: Program Management and Administration
5.3 Personnel, funding, and facilities
5.4 Strategic planning and assessment

f. Scoring Guide

Strategic Plan
TE 875 Administration of the School Library Program
Scoring Guide

Component/ AASL Standard	Points	Target 90-100%	Acceptable 80-89%	Unacceptable 79% and Below	Score/ Comments
External Scan and Internal Scan (1.1, 1.3, 3.4)	50	1) External Scan--In narrative form, clearly describes the cultural influences on student learning; including social, economic, political, and demographic trends of the external environment of the school as collected from local resources (school records, local papers, interviews). 2) Internal Scan--In narrative form, clearly describes the assessment, climate, standards, and curriculum of the school as collected from local resources (school records, local papers, interviews). 3) Scans show evidence of completion by a collaborative team consisting of the candidate and two other professional staff members of the school (must include the librarian).	1) External Scan--In narrative form, describes the cultural influences on student learning. Scan includes three of the following trends of the external environment of the school as collected from local resources (school records, local papers, interviews): social, economic, political, and demographic. 2) Internal Scan--In narrative form, describes three of the following elements of the school as collected from local resources (school records, local papers, interviews): assessment, climate, standards, and curriculum. 3) Scans show evidence of completion by a collaborative team consisting of the candidate and at least one other staff member of the school (must be the librarian if the candidate is not the librarian).	1) External Scan--In narrative form, describes the cultural influences on student learning. Scan includes one or two of the following trends of the external environment of the school as collected from local resources (school records, local papers, interviews): social, economic, political, and demographic. 2) Internal Scan--In narrative form, describes one or two of the following elements of the school as collected from local resources (school records, local papers, interviews): assessment, climate, standards, and curriculum. 3) Scans do not show evidence of completion by a collaborative team consisting of the candidate and at least one other staff member of the school.	
Organizational Analysis (3.4, 4.3, 5.3, 5.4)	50	1) Candidate interprets and uses data from the external and internal scans (along with additional information if	1) Candidate interprets and uses data from the external and internal scans to write one paragraph which	1) Candidate shows no evidence of interpreting and using data from the external and internal scans to write	

		needed) to write one paragraph which clearly evaluates and describes the strengths and challenges of the school. 2) Candidate interprets and uses data from the external and internal scans (along with additional information if needed) to write one paragraph that clearly describes the strengths and challenges of the school library program with regard to human, information, and physical resources. 3) Organizational analysis shows evidence of input from collaborative team.	evaluates and describes the strengths and challenges of the school. 2) Candidate interprets and uses data from the external and internal scans to write one paragraph that describes the strengths and challenges of the school library program with regard to human, information, and physical resources. 3) Organizational analysis shows no evidence of input from collaborative team.	one paragraph that evaluates and describes the strengths and challenges of the school. 2) Candidate shows no evidence of interpreting and using data from the external and internal scans to write one paragraph that describes the strengths and challenges of the school library program with regard to human, information, and physical resources. 3) Organizational analysis shows no evidence of input from collaborative team.	
Vision Statement (4.3, 5.3, 5.4)	30	1) The candidate, with the collaborative team member's input, puts into words the direction the school library program is headed in order to address the needs of the school's diverse community of students. 2) The vision statement reflects the organizational analysis of the school library program.	1) The candidate puts into words the direction the school library program is headed in order to address the needs of the school's diverse community of students. 2) The vision statement reflects the organizational analysis of the school library program.	1) The candidate puts into words the direction the school library program is headed in order to address the needs of the school's diverse community of students. 2) The vision statement does not reflect the organizational analysis of the school library program.	
Mission Statement (4.3, 5.3, 5.4)	40	Pt. 1—clearly distills the vision statement into a few inspirational sentences. Pt. 2—lists five bulleted phrases which describe how pt. 1 of the mission will be accomplished.	Pt. 1—distills the vision statement into a few inspirational sentences. Pt. 2—lists three or four bulleted phrases which describe how pt. 1 of the mission will be accomplished.	Pt. 1—distills the vision statement into a few inspirational sentences.	
Action Plans (3.2, 3.4, 4.3, 5.3, 5.4)	60	1) Lists at least two action plans based on the bulleted phrases from pt. 2 of the mission statement. 2) Each action plan includes: a) A statement of the goal b) Steps to meet the goal c) Schedule for the steps (can be in general terms) d) Resources needed (human, information, and physical) e) Anticipated outcomes. 3) Action plans are numbered according to priority. 4) A sentence is included to explain the reason for the priority order.	1) Lists at least 2 action plans based on the bulleted phrases from pt. 2 of the mission statement. 2) Each action plan includes three or four of following: a) A statement of the goal b) Steps to meet the goal c) Schedule for the steps (can be in general terms) d) Resources needed (human, information, and physical) e) Anticipated outcomes. 3) Priority of action plans cannot be determined.	1) Lists one action plan based on the bulleted phrases from pt. 2 of the mission statement. 2) The action plan does not include all of the following: a) A statement of the goal b) Steps meet the goal c) Schedule for the steps (can be in general terms) d) Resources needed (human, information, and physical) e) Anticipated outcomes. 3) Priority of action plans cannot be determined.	
Organization and Writing	20	Project is organized into readable sections, using headings logically and	Project is organized into readable sections, but does not use headings logically and	Project is not organized into readable sections. Writing is not clear and	

		consistently (but not necessarily in APA format). Writing is clear and free of grammatical and punctuation errors.	consistently. Writing is not clear or contains grammatical and/or punctuation errors.	contains grammatical and/or punctuation errors.	

Total Score: /250

Comments:

g. Candidate Data

Spring, 2011
Candidates N=25

Project Component	Target	Acceptable	Unacceptable
Scans	25 (100%)	0	0
Organizational Analysis	25 (100%)	0	0
Vision Statement	25 (100%)	0	0
Mission Statement	25 (100%)	0	0
Action Plans	23 (92%)	2 (8%)	0
Organization and Writing	23 (92%)	1 (4%)	1 (4%)
Total	25 (100%)	0	0

By Standard	Target	Acceptable	Unacceptable
1.1	24 (96%)	1 (4%)	0
1.3	25 (100%)	0	0
3.2	25 (100%)	0	0
3.4	25 (100%)	0	0
4.3	23 (92%)	2 (8%)	0
5.3	25 (100%)	0	0
5.4	24 (96%)	1 (4%)	0

Spring 2012
Candidates N=33

Project Component	Target	Acceptable	Unacceptable
Scans	32 (97%)	1 (3%)	0
Organizational Analysis	32 (97%)	1 (3%)	0
Vision Statement	32 (97%)	1 (3%)	0
Mission Statement	32 (97%)	1 (3%)	0
Action Plans	31 (94%)	2 (6%)	0
Organization and Writing	32 (97%)	0	1 (3%)
Total	33 (100%)	0	0

By Standard	Target	Acceptable	Unacceptable
1.1	30 (91%)	3 (9%)	0
1.3	32 (97%)	0	0
3.2	33 (100%)	0	0
3.4	33 (100%)	0	0
4.3	31 (94%)	2 (6%)	0
5.3	33 (100%)	0	0
5.4	32 (97%)	1 (3%)	0

Assessment #4: Assessment of Field Experience
Capstone 21st Century Learning Inquiry Project
(Assessment of practicum or internship)

I. Narrative about the Assessment

a. Description of Assessment and Use in Program

The practicum for the School Librarian Program is composed of a capstone experience candidates complete in TE 893, Field Experiences in the School Library. The practicum consists of several components: the Action Research Project (Assessment #2 for this report), the Capstone 21st Century Learning Inquiry Project (source of data for Assessment #4), attendance of a professional conference, participation in online discussions with other candidates, a pre-test on the knowledge of *Empowering Learners/Standards for the 21st Century Learner*(candidates must earn a score of 80% or better in order to continue with the rest of the practicum), a field log documenting time and activities at the practicum site (including supervising school librarian's comments and signature), and the Professional Competencies Survey (taken at the end of the practicum).Further, during the practicum each candidate is observed and advised by a faculty member (some visits are conducted by phone or Skype if distance is an issue). These assessments provide a picture of how candidates applied the knowledge, skills, and dispositions they acquired in the program effectively in practice. Please see supporting documents for above listed the components at the end of this assessment report (pp. 8-15).

Standards Addressed by the Capstone Practicum Components:

Capstone Practicum Component	Standards Addressed
Action Research Project (see Assessment #2)	1.1, 1.3, 3.4, 4.1, 4.2, 4.3, 5.4*
Capstone 21st Century Learning Inquiry Project	1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 3.3, 4.1
Attendance of a Professional Conference	4.1, 4.2, 4.3*
Pre-test (*Empowering Learners/Standards for the 21st Century Learner* Exam)	Candidate knowledge of: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 4.2, 4.3, 4.4, 5.2, 5.3, 5.4*
Professional Competencies Survey	Candidate self-assessment of competencies in Standards 1-5***(See Section V of this report for data)**

*Not included in standards reporting for this assessment

In addition, field experiences are required in several classes candidates take before the final practicum in TE 893. The coursework field experiences were designed to enhance classroom study with authentic experiences in P-12 school libraries. The following are the coursework field experiences:

Course	Field Experience Project
TE 869 Introduction to the School Library Program	Professional Ethics Scenario Project
TE 871 Collection Development and Management	Multiple Literacies Collaborative Integration Project
TE 871 Collection Development and Management	Selection for Curriculum Mapping Project
TE 873 Reference Services and Resources	Reference Interview Project
TE 875 Administration of the School Library Program	Strategic Plan

For the purposes of this report, the assessment used for data analysis is the Capstone 21st Century Learning Inquiry Project.

Collaborative integration teaching projects are required in several classes (TE 810, TE 869, TE 871, TE 872, TE 873; see Assessment #5 for full descriptions) and are designed to emphasize and scaffold the

knowledge, skills, and dispositions acquired in each class in order that candidates learn how to integrate them into their instructional partner and teacher roles as school librarians.

The Capstone 21st Century Learning Inquiry Projectis the culminating experience and assessment of candidates' ability to put together all of the knowledge, skills, and dispositions they have learned from previous teaching projects to fulfill their roles as instructional partner and teacher in a school library setting. The design of the project emphasizes the inquiry process for P-12 students. Candidates are required to do this project on a different level (elementary, middle, or secondary) than the Action Research Project in TE 893, which is intended to provide candidates experiences at multiple grade levels in order to prepare them for a P-12 endorsement. They are able to work with a teacher over a longer period of time within their practicum to develop a richer collaborative experience than the previous projects, and they have the chance to learn more about the P-12 students they are engaging in the collaborative integration unit. Because candidates have more time to develop instruction with the P-12 students at their practicum site than they have with the other teaching projects in the program, the requirement of reflection on differentiated instructional*strategies*in addition to *materials*is added to the assessment of this final teaching project.

b. How Assessment Aligns with Standards Cited

The Capstone 21st Century Learning Inquiry Project required in TE 893 Field Experiences in the School Library aligns primarily with Standard 1, Teaching for Learning, and somewhat with Standards 2, 3, and 4. In order for the candidate to become more knowledgeable of different stages of human growth and development and how these affect library service and instruction (1.1), this project takes place at a school of a different level (elementary, middle, or secondary) than the Action Research Project, also a requirement of the practicum. Candidates demonstrate their knowledge of learners and learning by collaboratively designing instruction that reflects educational best practice and supporting the learning of students (1.1). Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. They make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences in partnership with classroom teachers and other educators, and in their reflection sheets they document the impact of collaborative instruction on student achievement (1.2). Candidates share and promote effective principles of teaching and learning as collaborative partners with other educators (1.3). The digital tools and resources component requirement ensures that candidates employ strategies to integrate multiple literacies with content curriculum and integrate the use of emerging technology. They also demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st Century Learner (2007) and state curriculum standards (1.4). Within the "List of Materials" section, candidates demonstrate their familiarity with literature in multiple formats to support reading for information, reading for pleasure, or reading for lifelong learning within the context of the project (2.1). They also demonstrate their ability to instruct using a variety of materials in print and digital formats that support the diverse development, cultural, social, and linguistic needs of P-12 students (2.3), as well as collaborate with teachers to reinforce reading instructional strategies through differentiation to ensure P-12 students are able to create meaning from text (2.4). Because of the digital tools and resources requirement, candidates demonstrate their ability to design relevant learning experiences that engage students in authentic learning through the use of digital tools and resources (3.3). Through this project completed during the practicum experience, candidates demonstrate the ability to establish connections among library colleagues for resource sharing and networking (4.1).

c. Analysis of Data Findings

During the fall of 2011, 13 candidates taking TE 893 Field Experiences in the School Library completed the Capstone 21st Century Learning Inquiry Project. Of the 13, 9 (69%) earned target scores, 1 (8%) earned acceptable, and 3 (23%) earned unacceptable scores.

In looking at the scores on the component level, candidates who scored on the unacceptable level had the most difficulty with the Collaboration Plan and the List of Materials. The collaboration plans of these few specific candidates generally lacked organization, and their listsof materials were incomplete. However, most candidates (77%) scored in the target or acceptable range on the project in the fall of 2011.

During the spring of 2012, 9 candidates taking TE 893 completed the Capstone 21st Century Learning Inquiry Project. All 9 (100%) of the candidates achieved target scores on the project.

It should be noted that TE 893 Field Experience in the School Library is offered both fall and spring semesters, whereas other classes are offered once per year or every other semester. The reason the practicum class is offered more often is to keep the enrollment numbers low in order to give candidates more individual attention in this important phase of the program. It is possible that the lower number of candidates in the spring of 2012 allowed for better faculty monitoring of their progress throughout the semester, and thus resulted in the outcome of more successful projects. More study is required to verify this hypothesis.

d. How Data Provide Evidence for Meeting Standards

In looking at the candidates' scores on the standard level, in the fall of 2011 all candidates scored at the target or acceptable levels on standards 1.1, 1.3, 3.3, and 4.1. Of the 13 candidates, 3 (23%) scored unacceptable on standard 1.2, 2.1, 2.3, and 2.4. Two candidates (15%) scored unacceptable on 1.4. The lower scores in the teaching for learning area reflect the disorganized plans of a few specific students, whereas the lower scores of a few specific students in the Literacy and Reading area reflect the missing materials list and reflection on their use.

The candidate scores on the standard level in the spring of 2012 show target or acceptable was achieved by all 9 candidates on standards 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 3.3, and 4.1. One candidate scored unacceptable on standard 1.1. Again, the lower number of candidates in this class may have contributed to better faculty monitoring and more success on this project.

II. Assessment Documentation

e. Assessment Tool/Description of Assignment

Collaborating with a classroom or specialized teacher, candidates (in the instructional partner and teacher role of the school librarian) plan, teach, and assess student learning in one unit in a classroom setting. Candidates choose a teacher with whom to collaborate **(on a different level [elementary, middle, or secondary] than the Action Research Project)**, then plan and teach a unit together. The design of the project should emphasize the inquiry process for P-12 students (see readings AASL, 2009 and Fontichiaro, 2009). Project will include the collaborative plan, list of materials used in instruction, assessments, student samples; and candidate's reflection on the planning, teaching (including discussion of differentiated instructional strategies used), and assessment of the unit (including analysis of student performance data).*

Discussion Board (do in preparation for the project)—Read section II (pp. 19-28) in *Empowering Learners* (2009),"Nudging toward Inquiry" (Fontichiaro, 2009), and brush up on Ch. 2 & 4 in *Information Literacy: A Guide for the Library Media Specialist* (Crow, 2005). In your posting:

1) Discuss how you can collaborate with teachers to implement AASL's Standards for the 21st Century Learner (2007) and inquiry (as discussed and defined by the readings) into their curriculum.

2) Specifically describe how you will:a) assess P-12 student learning, and c) differentiate instruction in your project. Be sure to use ideas and quotes from your readings and cite them. Respond to at least one other student's posting.

This project is part of a series of collaborative integration projects candidates do in the school library program, each original and unique. Therefore, do not turn in the projects you wrote for other classes, but please write a new one.

*Please see scoring guide for specific requirements

ALA/AASL Standards Addressed:
Standard 1: Teaching for Learning
1.1 Knowledge of learners and learning
1.2 Effective and knowledgeable teacher
1.3 Instructional partner
1.4 Integration of twenty-first century skills and learning standards
Standard 2: Literacy and Reading
2.1 Literature
2.3 Respect for diversity
2.4 Literacy strategies
Standard 3: Information and Knowledge
3.3 Information technology
Standard 4: Advocacy and Leadership
4.1 Networking with the library community

>   **f. Scoring Guide**

Capstone 21st Century Learning Inquiry Project

TE 893 Field Experiences in School Library
Scoring Guide

Component/ AASL Standard	Points Possible	Target 90-100%	Acceptable 80-89%	Unacceptable 79% and Below
P-12 Level Requirement (1.1)	Pass/Fail	In order for the candidate to become more knowledgeable of different stages of human growth and development and how these affect library service and instruction, the Capstone 21st Century Learning Inquiry Project takes place at a school of a different level (elementary, middle, or secondary) than the Action Research Project. **Pass**	Capstone 21st Century Learning Inquiry Project does not take place at a school of a different level (elementary, middle, or secondary) than the Action Research Project. **Fail**	Capstone 21st Century Learning Inquiry Project does not take place at a school of a different level (elementary, middle, or secondary) than the Action Research Project. **Fail**

Collaboration Plan (1.1, 1.2, 1.3, 1.4, 3.3, 4.1)	75	1) Collaborative planning template lists the content standards and the AASL Standards for 21st Century Learners addressed in the unit. Includes a clear description of the instructional strategies for each of the lessons supporting the project, which collaborative partner(s) is responsible, and the materials needed for each lesson and the project overall. 2) P-12 student project includes inquiry process(see AASL and Fontichiaro articles). 3) Integration of digital tools and resources is evident in the plan.	1) Collaborative planning template lists either the content standards or the AASL Standards addressed in the unit, but not both. Includes a description of some of the instructional strategies for each lesson supporting the project , which collaborative partner(s) is responsible, and the materials needed for each lesson and the project overall. 2) P-12 student project includes inquiry process (see AASL and Fontichiaro articles). 3) Integration of digital tools and resources is evident in the plan.	Collaborative planning template does not list either the content or the AASL Standards addressed in the unit. Does not include a description of the instructional strategies for each lesson supporting the project , which collaborative partner(s) is responsible, nor the materials needed for each lesson and the project overall. 2) There is no evidence that the P-12 student project includes inquiry process(see AASL and Fontichiaroarticles). 3) There is no evidence of the integration of digital tools and resources in the plan.
Assessment of Student Learning (see also Reflection Sheet) (1.1, 1.2, 1.3, 1.4)	50	1) Content rubric for students designed by collaborating teacher and/or candidate describes each element requirement for project and aligns them to content standards. 2) 21st Century Learning rubric or checklist for students designed by candidate describes each element requirement for project and aligns them to AASL standards. (Uses Reflection Sheet to analyze student performance data)	1) Content rubric for students designed by collaborating teacher and/or candidate does not describe each element requirement for project and/or does not align them to content standards. 2) 21st Century Learning rubric or checklist for students designed by candidate does not describe each element requirement for project and or/does not align them to AASL Standards. (Uses Reflection Sheet to analyze student performance data)	Either the content rubric or the 21st Century Learning rubric is included, but not both.
Examples of Student Work (1.2)	25	Candidate includes a variety of samples of student work showing low, medium, and high outcomes.	Candidate includes a sample of student work.	Candidate does not include a sample of student work.
Reflection Sheet (1.1, 1.2, 1.3, 1.4, 2.3)	50	1) Includes reflection on planning, teaching, and assessment of student learning, including analysis of student performance data. 2) Includes discussion of differentiated instructional strategies and materials (general) used to support the diverse developmental, cultural, social, and linguistic needs of the individual learners. 3) Writing is clear and free of grammatical and punctuation errors.	1) Includes reflection on planning, teaching, and assessment of student learning, including analysis of student performance data. 2) Does not include discussion of differentiated instructional strategies and materials (general) used to support the diverse developmental, cultural, social, and linguistic needs of the individual learners. 3) Writing is not clear or contains grammatical and/or punctuation errors.	1) Does not include reflection on all three areas of planning, teaching, and assessment of student learning. 2) Does not include discussion of differentiated instructional strategies and materials (general) used to support the diverse developmental, cultural, social, and linguistic needs of the individual learners. 3) Writing is not clear and contains grammatical and/or punctuation errors.
List of Materials (2.1, 2.3, 2.4)	50	1) Includes list of both print and non-print materials used in the lessons that support reading for information, reading for pleasure, or	1) Includes list of either print or non-print materials used in the lessons that support reading for information, reading for pleasure, or	Does not include list of either print or non-print materials used in the lessons that support reading for information, reading for

		reading for lifelong learning in the project. 2) Includes description of how materials (specifically) were used in group instruction as well as how they support the diverse developmental, cultural, social, and linguistic needs of the individual learners for this project.	reading for lifelong learning in the project. 2) Includes description of how materials (specifically) were used in group instruction for this project.	pleasure, or reading for lifelong learning in the project.
Total Score:	/250	Score: Comments:	Score: Comments:	Score: Comments:

g. Candidate Data

Fall, 2011
Candidate N=13

Project Component	Target	Acceptable	Unacceptable
Collaboration Plan	10 (77%)	1 (8%)	2 (15%)
Assessment	11 (85%)	1 (8%)	1 (8%)
Reflection Section	9 (69%)	3 (23%)	1 (8%)
List of Materials	9 (69%)	1 (8%)	3 (23%)
Examples of Student Work	13 (100%)	0	0
Total	9 (69%)	1 (8%)	3 (23%)

By Standard	Target	Acceptable	Unacceptable
1.1	12 (92%)	1 (8%)	0
1.2	9 (69%)	1 (8%)	3 (23%)
1.3	12 (92%)	1 (8%)	0
1.4	8 (62%)	3 (23%)	2 (15%)
2.1	10 (77%)	0	3 (23%)
2.3	10 (77%)	0	3 (23%)
2.4	10 (77%)	0	3 (23%)
3.3	13 (100%)	0	0
4.1	13 (100%)	0	0

Spring, 2012
Candidate N=9

Project Component	Target	Acceptable	Unacceptable
Collaboration Plan	7 (78%)	2 (22%)	0
Assessment	7 (78%)	2 (22%)	0
Reflection Section	8 (89%)	1 (11%)	0
List of Materials	8 (89%)	0	0
Examples of Student Work	8 (89%)	0	1 (11%)
Total	9 (100%)	0	0

By Standard	Target	Acceptable	Unacceptable
1.1	8 (89%)	0	1 (11%)
1.2	8 (89%)	1 (11%)	0
1.3	9 (100%)	0	0
1.4	6 (67%)	3 (33%)	0
2.1	8 (89%)	1 (11%)	0
2.3	9 (100%)	0	0
2.4	8 (89%)	1 (11%)	0
3.3	9 (100%)	0	0
4.1	9 (100%)	0	0

Supporting Documents for RemainingPracticum Components

1. Action Research Project (see full documentation under Assessment #2)

2. Attendance of a Professional Conference

Professional Conference Report
TE 893 Field Experiences in School Library
Scoring Guide

Component/ AASL Standard	Points Possible	Target 90-100%	Acceptable 80-89%	Unacceptable 79% and Below
Introduction (4.2)	30	1) Lists the title, date, and place of the professional development conference. 2) Explains how conference is relevant to at least two roles (as described in *Empowering Learners*, 2009, p. 17-18) of a school librarian.	1) Lists the title, date, and place of the professional development conference. 2) Explains how conference is relevant to one role (as described in *Empowering Learners*, 2009, p. 17-18) of a school librarian.	1) Does not list the title, date, and place of the professional development conference. 2) Does not explain how conference is relevant to at least one role (as described in *Empowering Learners*, 2009, p. 17-18) of a school librarian.
Sessions and Networking (4.1, 4.2, 4.3)	50	1) Report summarizes the sessions the candidate attended, and gives candidate's impressions of those sessions. 2) Report describes the networking the candidate did with other members of the library community at the conference. 3) Report lists at least three ideas (either from the sessions or from the networking) that the candidate might implement to enhance library and/or school improvement efforts.	1) Report summarizes the sessions the candidate attended. 2) Report describes the networking the candidate did with other members of the library community at the conference. 3) Report lists at least two ideas (either from the sessions or from the networking) that the candidate might implement to enhance library and/or school improvement efforts.	1) Report summarizes the sessions the candidate attended. 2) Report does not describe any networking the candidate did with other members of the library community at the conference. 3) Report lists only one idea (either from the sessions or from the networking) that the candidate might implement to enhance library and/or school improvement efforts.
Organization and Writing	20	Writing is clear and free of grammatical and punctuation errors.	Writing is not clear or contains grammatical and/or punctuation errors.	Writing is not clear and contains grammatical and/or punctuation errors.

Total Score:	/100	Score: Comments:	Score: Comments:	Score: Comments:

3. Pre-Test in the Knowledge ofEmpowering Learners/Standards for the 21st Century Learner

Empowering Learners/Standards for the 21st Century Learner Exam
TE 893 Field Experiences in School Library

Candidates successfully complete (with a score of 80% or better) an exam about best practices in school librarianship as described in the book, *Empowering Learners: Guidelines for School Library Programs*(American Association of School Librarians, 2009), and "Standards for the 21st Century Learner" (AASL, 2007).

*The purpose of the exam is for candidates *to show their knowledge* of the principles contained within the AASL standards and elements indicated for each question in order to prepare them *to demonstrate proficiency* in these standards/elements during the rest of their practicum experience.

AASL Standard*	Question

(4.2)
(2 points)
	1. The book, *Empowering Learners: Guidelines for School Library Programs*, was prepared by:
	✅a. The American Association of School Librarians
	   b. The Nebraska School Librarians Association
	   c. The Association for Educational Communication and Technology
	   d. The National Education Association

(3.1, 4.3)
(2 points)
	2. The mission of the school library program is (Ch. 1.1):
	a. To ensure that students are effective users of ideas and information.
	   b. To educate the community.
	  c. To ensure that staff are effective users of ideas and information.
	✅d. Both a. and c. above.

(3.1, 4.2)
(2 points)
	3. The foundation and basis of *Empowering Learners* is (from the preface):
	  a. Our mission to ensure that students and staff are effective users of information and ideas.
	   b. The principles expressed in the AASL *Standards for the 21st Century Learner* and the *Standards for the 21st Century Learner in Action*.
	   c. The ISTE Standards.
	✅d. Both a. and b. above

(1.1, 1.3, 3.2, 4.3, 4.4) (5 points)	4. Name five ways listed in Ch. 1.1 whereby the school librarian empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.

(1.3, 4.4, 5.4)
(2 points)
	5. In order for rich learning environments to flourish, the school librarian must collaborate with (Ch. 1.3):
	a. Administrators.
	b. Classroom teachers.
	   c. Students.
	   d. Other members of the learning community.
	✅e. All of the above.

	The AASL (2007) "Standards for the 21st Century Learner" contains two sections: Common Beliefs and the Four Standards (labeled "Learners use skills, resources and tools to:"). Within each of the standards "strands of learning" are incorporated. You will use these common beliefs, standards, and strands of learning to answer the next three questions.
(1.4) (10 points)	6. For this question pick one common belief and describe it in your own words.
(1.4) (20 points)	7. Choose one of the four standards and explain how the school librarian, in collaboration with teachers, supports this standard.
(1.4) (15 points)	8. Four strands of learning are delineated within each of the four standards in the "Standards for the 21st Century Learner" (AASL, 2007). Choose one of the four strands of learning, define it, and then describe how it can be used to broaden the learning process.
(1.2, 1.3, 4.3) (2 points)	9. According to *Empowering Learners*, what are the specific roles of the school librarian (Ch. 1.6)? a. Leader b. Instructional Partner c. Information Specialist d. Teacher e. Program Administrator ☑ f. All of the Above
(1.4, 3.3) (2 points)	10. The school library program provides instruction that addresses only information literacy. Technology literacy is the responsibility of the computer teacher (p. 23). a. True ☑ b. False
(1.1, 1.2) (5 points)	11. Define "inquiry" (p. 25).
(1.1, 1.2) (3 points)	12. Name 3 types of assessments that guide the school librarian (pp. 27-28).
(5.4) (2 points)	13. According to *Empowering Learners*, the school library program is built on a long-term strategic plan that reflects the mission, goals, and objectives of the school (Ch. 3.1). ☑ a. True b. False
(3.1, 3.2, 3.3, 5.3) (10 points)	14. Discuss how the school library program uses learning space to meet the diverse needs of all learners (Ch. 3.3).

(3.2, 5.2) (2 points)	15. Intellectual freedom is a core value of the library profession, but should not be reflected in the school library program policies because this might cause controversy in the learning community (p. 37). a. True ✅b. False

(5.1, 5.3) (2 points)	16. When making choices between print and digital resources, the school librarian must decide the format based on:
	 a. Curricular purposes.
	   b. Student needs.
	   c. The budget.
	   d. Particular circumstances of the library media center.
	 ✅e. All of the above.

(4.4) (7 points)	17. Name and describe three ways the school librarian builds support and advocacy for the library program (Ch. 3.7).
(4.3) (3 points)	18. Name three characteristics that make a school librarian a good leader (Ch. 4.3).

(3.2, 5.2) (2 points)	19. Which of the following documents are NOT found in the appendices of *Empowering Learners:*
	 a. Library Bill of Rights
	   b. Code of Ethics of ALA
	 ✅c. No Child Left Behind Guidelines
	   d. ALA's Core Competencies of Librarianship

(4.2) (2 points)	20. Name one resource for staying current in the school library field (Appendices).
Total Score:	/100

4. Field Experience Log

TE 893 Field Experiences in School Library
Scoring Guide

Candidates must attach a statement by the supervising school librarian along with his/her signature.

Component/ AASL Standard	Points Possible	Target 90-100%	Acceptable 80-89%	Unacceptable 79% and Below
(4.1)	20	Arrangements for the practicum are made and approved by midterm. Form is filled out accurately and completely without follow up by instructor.	Arrangements for the practicum are made and approved. Form is filled out accurately and completely after follow up by instructor.	Arrangements for the practicum are not made and approved. Form is not filled out accurately and completely.
Log Setup	30	Log is in an acceptable format (Word or .pdf). Includes date, time, and place for each entry. Amounts of time are logged in cumulative total entries.	Log is in an acceptable format (Word or .pdf). Includes date, time, and place for most entries. Amounts of time are not logged in cumulative total entries.	Log is not in an acceptable format (Word or .pdf). Does not include date, time, and place for most entries. Amounts of time are not logged in cumulative total entries.
Total Time	50	1) More than minimum requirement for practicum time is documented. 2) All blocks of time are spent in half or whole day increments. 3) At least 90% of the time spent in the practicum is	1) Minimum requirement for practicum time is documented. 2) All blocks of time are spent in half or whole day increments. 3) At least 80% of the time spent in the practicum is	1) Minimum requirement for practicum time is not documented. 2) Times spent are not in half or whole day increments. 3) 80% of the time spent in the practicum is not during student attendance hours.

		during student attendance hours.	during student attendance hours.	
Accounting of Activities (4.1)	50	1) Activity list reflects time spent in doing a variety of tasks typical in a school librarian's day. 2) Activity list reflects time spent in doing activities to support projects for this class.	Activity list reflects time spent in doing a variety of tasks typical in a school librarian's day OR reflects time spent in doing activities to support projects for this class, but not both.	Activity list does not reflect time spent in doing a variety of tasks typical in a school librarian's day nor in doing activities to support projects for this class.
Statement by Supervising School Librarian (included at the bottom of candidate's log) (4.1)	50	1) Statement briefly describes the type and variety of experiences had by the candidate, verifying activities listed by candidate on log. 2) Statement by supervising school librarian rates his/her satisfaction with all aspects of candidate's work as excellent or good. 3) Statement includes signature/date by supervising school librarian.	1) Statement briefly describes the type and variety of experiences had by the candidate, verifying activities listed by candidate on log. 2) Statement by supervising school librarian rates his/her satisfaction with all aspects of candidate's work as excellent, good, or adequate. 3) Statement includes signature/date by supervising school librarian.	1) Statement briefly describes the type and variety of experiences had by the candidate, but these do not line up with those listed by candidate on log. 2) Statement by supervising school librarian does not rate his/her satisfaction with all aspects of candidate's work as excellent, good, or adequate, but at least one area is rated as inadequate. 3) Statement does not include signature/date by supervising school librarian.
Total Score:	/150	Score: Comments:	Score: Comments:	Score: Comments:

5. Professional Competencies Survey (see data reported under Section V of this report)
(Taken at the completion of TE 893 Field Experiences in the School Library)

For each competency below, candidates check the answer that best describes their preparedness in each area. Candidates are instructed to not judge whether or not they are "experts," but whether or not the UNK library classes prepared them with the knowledge, tools and experiences they need to begin their journeys as school librarians.

As a result of my completion of the UNK School Librarian Endorsement Program, I am prepared to:

1. Collaborate with teachers and other members of the school's instructional staff to provide inquiry-based instruction integrated into curriculum that engages students' interests, develops their ability to inquire, to think critically, and to gain and share knowledge (adapted from AASL Standard 1).

☐ 3—I feel prepared in this area.
☐ 2—I feel somewhat prepared in this area.
☐1—I do not feel prepared in this area.

Areas (if any) where I feel deficient:

2. Use a variety of strategies to promote (to students) reading for learning, personal growth, and enjoyment; as well as support and reinforce reading for information, reading for pleasure, and reading for lifelong learning (adapted from AASL Standard 2).

☐ 3—I feel prepared in this area.
☐ 2—I feel somewhat prepared in this area.
☐1—I do not feel prepared in this area.

Areas (if any) where I feel deficient:

3. Model and promote ethical, equitable access to and use of physical, digital, and virtual resources, as well as demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. I can use a variety of research strategies to improve the school library program (adapted from AASL Standard 3).

☐ 3—I feel prepared in this area.
☐ 2—I feel somewhat prepared in this area.
☐1—I do not feel prepared in this area.

Areas (if any) where I feel deficient:

4. Advocate for the school library program and student learning through collaborative efforts with teachers, administration, and the community; as well as provide leadership through sharing and teaching professional development activities and strategies with other educators (adapted from AASL Standard 4).

☐ 3—I feel prepared in this area.
☐ 2—I feel somewhat prepared in this area.
☐1—I do not feel prepared in this area.

Areas (if any) where I feel deficient:

5. Plan, develop, implement, and evaluate the school library program in support of the mission of the library program and the school (adapted from AASL Standard 5).

☐ 3—I feel prepared in this area.
☐ 2—I feel somewhat prepared in this area.
☐1—I do not feel prepared in this area.

Areas (if any) where I feel deficient:

Questions adapted from *2010 ALA/AASL Standards for Initial Preparation of School Librarians.* Retrieved February 17, 2011 from http://www.ala.org█████████████████████████
████████████████████

Assessment #5: Multiple Literacies Collaborative Integration Project
(Candidate effect on student learning)

I. Narrative about the Assessment

a. Description of Assessment and Use in Program

The Multiple Literacies Collaborative Integration Project required in TE 871 Collection Development and Management is one in a series of projects required by candidates to prepare them to become "effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning" (Standard 1). In the UNK School Library Program, candidates must have valid teaching certificates (or can be concurrently obtaining them) in order to be in the program. Most are either already in school library positions or are in teaching positions. Therefore, the emphasis in the program is on buildingupon candidates' teaching skills to learn how to collaborate with other educators and to integrate 21st century learning into content-based units and lessons.

The collaborative integration teaching projects are required in several classes and are designed to emphasize and scaffold the knowledge, skills, and dispositions acquired in each class in order that candidates learn how to integrate them into their instructional partner and teacher rolesas school librarians.

Class	Project Title	Description and Emphasis (bolded)
TE 810 Design and Development of Instruction	Instructional Design Projects: One and Two	For Project One, candidates choose a P-12 instructional unit topic, then **develop the instructional goals, conduct the instructional analysis, devise ways to analyze students' learning styles as well as their prior knowledge on the topic, write the performance objectives, and develop the assessment instruments**. For Project Two, candidates use the data from the first project to create the instructional unit. Includes a teachers' manual with at least three exercises for P-12 students and assessment instruments.
TE 869 Introduction to the School Library Program	Information Literacy and Literature Integration Project	Candidates integrate AASL's Standards for the 21st Century Learner (2007), **educational technology** and **literature** into an authentic elementary or secondary unit or lesson. The unit/lesson will be content standards-based.
*TE 871 Collection Development and Management	Multiple Literacies Collaborative Integration Project	Candidates, with a special or classroom teacher, collaboratively plan, teach and evaluate student learning in one unit in a classroom setting. The lessons to support the unit integratecontent standards and AASL's Standards for the 21st Century Learner (2007), and **must include instruction of multiple literacies through the use of print and digital tools and resources.** Documentation of the lessons include the collaborative planning sheet, a 1-2 page reflection sheet (including collection and analysis of student performance data), samples of student work,**and a list of at least 20 different print and non-print materialsselected to teach the lessons and support the unit. Documentation includes thebibliographic information for each title, the professional tools used to select the materials, and a description of how materials were used in instruction as**

		well as how they support the curricular and diverse developmental, cultural, social, and linguistic needs of the individual learners for this project.
TE 872 Organization of School Library and Technology Resources	Dewey/Online Catalog Lesson Plan	Candidates create **lesson plans for instructing students on how to search an online catalog or learning the Dewey Decimal Classification system**. The lesson plansdescribe the classroom unit or project within which the lessons are intended to be embedded. The plan should include goals for the lessons, a narrative describing the lessons, a handout, poster, etc. for the students, a follow up assessmentto test the students' skills after the lesson.
TE 873 Reference Services and Resources	Reference Source Instructional Lesson	Candidates develop **a lesson about a reference source or research process within the context of an elementary or secondary level student project/assignment**. The instructional lesson introduces and instructs students in the use of a reference source, and includes**creation of an instructional tool**.
**TE 893 Field Experiences in the School Library	Capstone 21st Century Learning Inquiry Project	The candidate collaborates with a teacher to integrate AASL's Standards for the 21st Century Learner (2007) into a content-based unit. **The design of the project emphasizes the inquiry process for P-12 students**. The candidate will choose a teacher with whom to collaborate (**on a different level [elementary, middle, or secondary**] than the Action Research Project), then will plan and teach a lesson/unit together. The project includes the plan, list of materials used in instruction, **assessments, reflection sheets(including differentiation strategies and collection and analysis of student performance data), and student work samples**.

*Project presented in Assessment #5.
**Project presented in Assessment #4.

Through the Multiple Literacies Collaborative Integration Project, candidates demonstrate their effecton student learning and on the creation of supportive learning environments for student learning.

b. How Assessment Aligns with Standards Cited
The Multiple Literacies Collaborative Integration Project required in TE 871 Collection Development and Management aligns primarily with Standard 1, Teaching for Learning, and also with Standard 5, Program Management and Administration. The project also aligns somewhat with Standards 2, and 3. In this project, candidates demonstrate their knowledge of learners and learning by collaboratively designing instruction and supporting the learning of P-12 students (1.1). They make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences in partnership with classroom teachers and other educators, and in their reflection sheets they document the impact of collaborative instruction on student achievement (1.2). Candidates share and promote effective principles of teaching and learning as collaborative partners with other educators (1.3). The multiple literacies component requirement ensures that candidates employ strategies to integrate multiple literacies with content curriculum and integrate the use of emerging technology. They also demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st Century Learner (2007) and state curriculum standards (1.4). Since this project is

required as part of TE 871 Collection Development and Management, there is an emphasis on the selection of print, non-print, and digital resources using professional selection tools to meet the diverse curricular needs of students within the instructional unit (5.1)*. Candidates practice and teach the ethical use of information and ideas within the unit, and candidates promote and model digital citizenship and responsibility by listing the resources used in the collaborative integration unit and the bibliographic information for each (5.2). Within the "List of Resources" section, candidates demonstrate their familiarity with literature in multiple formats and languages to support reading for information, reading for pleasure, or reading for lifelong learning within the context of the project (2.1). They also demonstrate their ability to select a variety of materials in print and digital formats using professional tools to support the diverse development, cultural, social, and linguistic needs of P-12 students (2.3), as well as collaborate with teachers to reinforce reading instructional strategies to ensure P-12 students are able to create meaning from text (2.4). Because of the multiple literacies requirement, candidates demonstrate their ability to design relevant learning experiences that engage students in authentic learning through the use of digital tools and resources (3.3).

*It should be noted that the Multiple Literacies Collaborative Integration Project is not only an important assessment of the candidate's ability to affect student learning, it is also a tool for teaching candidates from teaching backgrounds the link between instruction and collection development. However, the primary project used in the program to assess element 5.1, Collections, is the Selection for Curriculum Mapping Project (1.2, 1.3, 2.1, 2.3, 3.1, 3.3, 3.4, 5.1, 5.3, 5.4), not included in the key assessments. For this project, candidates use a curriculum map of one subject in one grade level as a tool for collection development. Looking at the standards addressed, skills and topics taught, as well as the teaching strategies that are used, candidates assess the existing classroom and school library collections to evaluate if the resource needs are met. They then develop a Needs/Resource Weakness List, and using professional selection tools recommend specific print and non-print materials that will fill in the gaps (including materials to differentiate instruction).

c. Analysis of Data Findings

During the spring of 2011, 23 candidates completed the Multiple Literacies Collaborative Integration Project while taking TE 871 Collection Development and Management. All of the 23 candidates earned target (22/96%) or acceptable (1/4%) scores. Likewise, all of the 28 candidates who completed the project in the fall of 2011 earned target (27/96%) or acceptable (1/4%) scores.

In drilling down to the component level of the project, one finds that five (22%) candidates in the spring of 2011, and four candidates (14%) in the fall of 2011 had unacceptable scores on the "Assessment of Student Learning" section of the project. These few specific candidates had difficulty with the assessment portion, yet were able to maintain target and acceptable scores for the project overall. Though assessment strategies are taught in TE 810 Design and Development of Instruction, this problem could be rectified by: 1) doing more targeted instruction on methods of creating, collecting and analyzing assessments, and/or 2) increasing the number of possible points earned in this section to increase motivation to do well on it.

In addition, it should be noted that plans are underway for the Teacher Education Department of UNK's College of Education to create standardized means for measuring P-12 student learning in teaching projects across graduate programs as we learn more about and prepare for the transition to CAEP unit accreditation. It is anticipated that more emphasis will be placed on creating and analyzing pre and post assessments, as well as on building teacher work samples. Faculty from the School Librarian program

will contribute to these discussions, monitor their progress, and make changes to the instructional assessment pieces in the program accordingly.

d. How Data Provide Evidence for Meeting Standards

In the analysis of the standards data for the project, candidates from spring of 2011 achieved target or acceptable on all standards addressed, except standard 1.2. For that standard element, 3 (13%) candidates earned unacceptable scores. Similarly, candidates from fall of 2011 achieved target or acceptable on all standards addressed, except standard 1.2 (4/14% unacceptable) and 5.2 (1/4% unacceptable). The skill most lacking in 1.2 was in creating assessments, particularly the multiple literacies assessment. This corroborates the conclusion and possible solutions of 1) doing more instruction on methods of creating, collecting and analyzing assessments, and/or 2) increasing the number of possible points earned in this section to increase motivation to do well on it.

II. Assessment Documentation

e. Assessment Tool/Description of Assignment

TE 871: Collection Development and Management
21st Century Learning Collaborative Integration Project

Candidates, with a special or classroom teacher, collaboratively plan, teach and evaluate student learning in one unit in a classroom setting. The lessons to support the unit integrate content standards and AASL's Standards for the 21st Century Learner (2007), and must include a multiple literacies approach through the use of print and digital tools and resources. Documentation of the lessons include the collaborative planning sheet, a 1-2 page reflection sheet (including collection and analysis of student performance data), samples of student work, and a list of at least 20 different print and non-print materials used in teaching the lessons and supporting the unit.

1) Read "More than Shushing and Shelving" (Ballard &Fontichiaro, 2010), and "Information Literacy from Prehistory to K-20: A New Definition" (Abliock, 2004). On the Discussion Board, give three points from these documents that can help you as you prepare for your 21st Century Learning Collaborative Integration Project. Please check for small groups this week.Respond to another student's posting.

2) With a special or classroom teacher, collaboratively plan, teach and evaluate one unit in a classroom setting. *You will be acting in the roles of the school librarian as instructional partner and teacher*. The unit will integrate content standards and AASL's Standards for the 21st Century Learner (2007), and must include a multiple literacies approach through the use of print and digital tools and resources.

3) Because this is a class on materials section, collection development and management, emphasis for this instructional experience will be on the selection of materials used in the unit. Documentation of the unit will include the collaborative planning sheet, a 1-2 page reflection sheet (including analysis of student performance data), samples of student work, and a list of at least 20 different print and non-print materials selected to teach the lessons and support the unit. Include the bibliographic information for each, the professional tools you used to select the materials, and a description of how materials were used in instruction as well as how they support the curricular and diverse developmental, cultural, social, and linguistic needs of the individual learners for this project.*

This project is part of a series of instructional projects candidates do in the school library program, each original and unique. Therefore, do not turn in the instructional lesson projects you wrote for other classes, but please write a new one.

4) So everyone can benefit from each other's work, post your collaborative planning template as an attachment on the Discussion Board (in addition to uploading it to the link). No response to students' posting is required this week, though you may respond if you wish.

*Please see scoring guide for details on the project requirements.

ALA/AASL Standards Addressed:
Standard 1: Teaching for Learning
1.1 Knowledge of learners and learning
1.2 Effective and knowledgeable teacher
1.3 Instructional partner
1.4 Integration of twenty-first century skills and learning standards
Standard 2: Literacy and Reading
2.1 Literature
2.3 Respect for diversity
2.4 Literacy strategies
Standard 3: Information and Knowledge
3.3 Information technology
Standard 5: Program Management and Administration
5.1 Collections
5.2 Professional Ethics

       f. Scoring Guide

Multiple Literacies Collaborative Integration Project
TE 871 Collection Development and Management
Scoring Guide

Component/ AASL Standard	Points Possible	Target 90-100%	Acceptable 80-89%	Unacceptable 79% and Below
Collaboration Plan (1.1, 1.2, 1.3, 1.4, 3.3)	100	Collaborative planning template lists the content standards and the AASL Standards for 21st Century Learners addressed in the unit. Includes a clear description of the instructional strategies for each of the lessons supporting the project, which collaborative partner(s) is responsible, and the materials needed for each lesson and the project overall. Integration of multiple literacies through the use of print and digital tools and resources is evident in the plan.	Collaborative planning template lists either the content standards or the AASL Standardsaddressed in the unit, but not both. Includes a description of some of the instructional strategies for each lesson supporting the project , which collaborative partner(s) is responsible, and the materials needed for each lesson and the project overall. Integration of multiple literacies through the use of print and digital tools and resources is evident in the plan.	Collaborative planning template does not list either the content or the AASL Standardsaddressed in the unit. Does not include a description of the instructional strategies for each lesson supporting the project , which collaborative partner(s) is responsible, or the materials needed for each lesson and the project overall. There is no evidence of the integration of multiple literacies through the use of print and digital tools and resources in the plan.

Assessment of Student Learning (see also Reflection Sheet section) (1.1, 1.2, 1.3, 1.4)	20	**Content rubric** for students designed by collaborating teacher and/or candidate describes each element requirement for project and aligns them to content standards. **Multiple literacies rubric** or checklist for students designed by candidate describes each element requirement for project and aligns them to AASL standards. (Uses Reflection Sheet to analyze student performance data)	**Content rubric** for students designed by collaborating teacher and/or candidate does not describe each element requirement for project and/or does not align them to content standards. **Multiple literacies rubric** or checklist for students designed by candidate does not describe each element requirement for project and or/does not align them to AASL Standards. (Uses Reflection Sheet to analyze student performance data)	Either the **content rubric** or the **multiple literacies rubric** is included, but not both.
List of Resources (2.1, 2.3, 2.4, 3.3, 5.1, 5.2)	50	Candidates select and list at least twenty different resources (specific titles of print and non-print materials) used in the lessons that support reading for information, reading for pleasure, or reading for lifelong learning in the project; includes bibliographic information for each and the professional tools used to select the materials. Includes description of how materials were used in group instruction as well as how they support the diverse developmental, cultural, social, and linguistic needs of the individual learners for this project.	Candidates select and list at least twenty different resources (specific titles of print and non-print materials) used in the lessons that support reading for information, reading for pleasure, or reading for lifelong learning in the project. Bibliographic information is incomplete or missing and does not include professional tools used to select the materials. Includes description of how materials were used in group instruction as well as how they support the diverse developmental, cultural, social, and linguistic needs of the individual learners for this project.	Candidates select and list fewer than twenty different resources (specific titles of print and non-print materials) used in the lessons that support reading for information, reading for pleasure, or reading for lifelong learning in the project. Bibliographic information is incomplete or missing. Does not Include description of professional tools used to select the materials, how materials were used in group instruction or how they support the diverse developmental, cultural, social, and linguistic needs of the individual learners for this project.
Reflection Sheet (1.1, 1.2, 1.3, 1.4)	30	Includes reflection on planning, teaching, and assessment of student learning, including analysis of student performance data. Student work samples are included. Writing is clear and free of grammatical and punctuation errors.	Includes reflection on planning, teaching, and assessment of student learning, including analysis of student performance data. Writing is not clear or contains grammatical and/or punctuation errors.	Does not include reflection on all three areas of planning, teaching, and assessment of student learning. Writing is not clear and contains grammatical and/or punctuation errors.
Total Score:	/200	Score: Comments:	Score: Comments:	Score: Comments:

g. Candidate Data

Spring, 2011
Candidates N=23

Project Component	Target	Acceptable	Unacceptable
Collaboration Plan	23 (100%)	0	0
Assessment of Student Learning	18 (78%)	0	5 (22%)
List of Resources	23 (100%)	0	0
Reflection Sheet	21 (91%)	0	2 (9%)
Total	22 (96%)	1 (4%)	

By Standard	Target	Acceptable	Unacceptable
1.1	23 (100%)	0	0
1.2	18 (78%)	2 (9%)	3 (13%)
1.3	22 (96%)	1 (4%)	0
1.4	23 (100%)	0	0
2.1	23 (100%)	0	0
2.3	23 (100%)	0	0
2.4	23 (100%)	0	0
3.3	22 (96%)	1 (4%)	0
5.1	22 (96%)	1 (4%)	0
5.2	23 (100%)	0	0

Fall, 2011
Candidates N=28

Project Component	Target	Acceptable	Unacceptable
Collaboration Plan	28 (100%)	0	0
Assessment of Student Learning	23 (82%)	0	5 (18%)
List of Resources	23 (82%)	0	0
Reflection Sheet	25 (89%)	1 (4%)	2 (7%)
Total	27 (96%)	1 (4%)	

By Standard	Target	Acceptable	Unacceptable
1.1	27 (96%)	1 (4%)	0
1.2	21 (75%)	3 (11%)	4 (14%)
1.3	23 (82%)	0	0
1.4	28 (100%)	0	0
2.1	28 (100%)	0	0
2.3	28 (100%)	0	0
2.4	28 (100%)	0	0
3.3	28 (100%)	0	0
5.1	28 (100%)	0	0
5.2	26 (93%)	1 (4%)	1 (4%)

Assessment #6: Motivational/Reading Role Strategy Project
(Additional assessment that addresses ALA/AASL standards)

I. Narrative about the Assessment

a. Description of Assessment and Use in Program
The Motivational/Reading Role Strategy Project is a project candidates develop while taking TE 869 Introduction to the School Library Program, the first course in the sequence. Candidates devise a motivational strategy designed to foster students' intrinsic motivation to read for information and/or pleasure, as well as reflect the role of school librarians in reading instruction. The Motivational/Reading Role Strategy Project is an additional assessment that addresses ALA/AASL Standards.

b. How Assessment Aligns with Standards Cited
The project aligns primarily with Standard 2, Literacy and Reading. Candidates develop a motivational strategy designed to foster students' intrinsic motivation to read for information and/or pleasure (2.2), including a discussion of the genres and titles (as examples) of literature to be promoted (2.1). Candidates explain and support both the motivational aspects that will encourage leisure reading and promote habits of lifelong reading (2.2),as well as the role the school librarian fills in reading instructional strategies to ensure P-12 students are able to create meaning from text (2.4). The project also aligns with Standard 1 because candidates design a program that reflects educational best practice and supports student learning based on student interests (1.1), and they make use of a variety of instructional strategies to design and develop digital-age learning experiences (1.2). They promote effective principles of teaching and learning as collaborative partners with teachers and/or subject specialistsand explain how these partnerships are formed in implementing the strategy (1.3). The project also aligns somewhat with Standards 3, 4, and 5. One requirement of the project is to integrate digital tools and resources to engage and motivate students (3.3). Candidates use professional references from education and/or library research to explain and support how the motivational strategy fosters intrinsic motivation in students to read, as well as how the strategy reinforces reading instruction in the school (including AASL's Position Statement on the School Librarian's Role in Reading [AASL, 2011]; 4.3). They outline the human, information, and physical resources needed to implement the strategy (5.3).

c. Analysis of Data Findings
During the fall of 2011, 28 candidates taking TE 869 Introduction to the School Library Program completed the Motivational/Reading Role Strategy Project. Of the 28, 24 (86%) scored target, 3 (11%) scored acceptable, and 1 (4%) scored unacceptable.

During the summer of 2012, 18 candidates taking TE 869 Introduction to the School Library Program completed the Motivational/Reading Role Strategy Project. All 18 (100%) scored target or acceptable.

After analyzing the candidates' projects and data, most did very well and their course evaluation comments show they felt the project was interesting and worthwhile. Of those who struggled, the data show that these candidates had the most difficulty with the References and Organization and Writing sections of the paper. It should be noted that this is the first "big" paper of the program, and candidates learn program expectations and new information seeking skills from this project. There were a few candidates who struggled with explaining the motivational and reading role bases of their projects. This was due primarily to a lack of understanding of how to support their stances with references.

d. How Data Provide Evidence for Meeting Standards

For the fall of 2011, candidates earned target or acceptable scores in standards 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.3, 4.3, and 5.3. Two candidates scored unacceptable in explaining the reading role base of their papers (2.4) and one did not include integration of digital tools and resources (3.3).For the summer of 2012, candidates earned target or acceptable scores on standards 1.1, 1.2, 2.1, 2.2, 2.4, and 4.3, with one candidate earning unacceptable on standards 1.3, 3.3, and 5.3 because she did not include collaborative partnerships, integration of digital tools, and did not outline resources needed for the project.

The primary purpose of The Motivational/Reading Role Strategy Project is to assess candidate understanding of the dual roles of the school librarian 1) to foster students' intrinsic motivation to read for information and pleasure in order to promote habits of lifelong reading, and 2) to support and reinforce reading instruction in the school. The data show that nearly all candidates from fall of 2011 and summer of 2012 showed understanding of these two roles and could bring them together in a practical way to design a reading motivation program for P-12 students.

II. Assessment Documentation

e. Assessment Tool/Description of Assignment

TE 869 Introduction to the School Library Program
Motivational/Reading Role strategy Project

Candidates will devise a motivational strategy designed to foster students' intrinsic motivation to read for information and/or pleasure, as well as reflect the role school librarians play in reading instruction.

1) Read Ch. 17, "Motivating Students to Read," in *Children's Literature, Briefly* (Tunnell et al., 2011) and the articles, "Fostering the Curiosity Spark" (Crow, 2010), "Developing the Motivation Within" (Crow & Small, 2011), and "Interactive Booktalking at the High School" (Frank, 2006). Synthesizing the information from Tunnell, et al. and the three articles, give and defend (from the readings) three good principles of designing a motivational program for students that will promote leisure reading and habits of lifelong reading. There are several good principles, so not all of answers will look the same. Post your discussion on Blackboard. Discussions will be sorted by level this week, elementary and secondary. Feel free to join whichever discussion you prefer (or both if you want to).
2) Read " Position Statement on the School Librarian's Role in Reading"(AASL, 2011), then use the Calvin T. Ryan Library databases to find another professional article about instructional strategies for promoting reading either in the school library or that can be adapted to the school library. Examples are: literature circles, reader's theater, storytelling, booktalking, etc. On Blackboard, summarize and cite your article, then synthesize the ideas from AASL's position statement and your article to give your thoughts and conclusions about the school librarian's role in reading. Respond to at least one other student's posting.
3) Design a motivational strategy emanating from the school library intended to foster students' intrinsic motivation to read for information and/or pleasure. Write a paper about the strategy that explains and supports its use in fostering intrinsic motivation in students, as well as how it supports the school librarian's role in fortifying reading instruction. At least 3 professional references must be used. Your ideas must be original or adapted, and you may not use prepared, or "canned" programs (such as Accelerated Reader or Reading Counts), though you may use book promotional themes such as the Golden Sower Award or National Library Week.
4) The paper should include*:
    1. Description

      a. Strategy design
      b. Genres and titles (as examples) of literature to be promoted
      c. Collaborative partnerships to be formed
      d. Integration of digital tools and resources
      e. Outline of human, information, and physical resources needed for implementation

2. Motivational Base (explains and supports with professional references how this strategy fosters intrinsic motivation for students to read in order to promote habits of lifelong reading)
3. Reading Role Base (explains and supports with professional references how this strategy reinforces reading instruction in the school)
4. References (in APA 6th ed. Format)

*Please see scoring guide for details about each component.

ALA/AASL Standards Addressed:
Standard 1: Teaching for Learning
1.1 Knowledge of learners and learning
1.2 Effective and knowledgeable teacher
1.3 Instructional partner
Standard 2: Literacy and Reading
2.1 Literature
2.2 Reading promotion
2.4 Literacy strategies
Standard 3: Information and Knowledge
3.3 Information technology
Standard 4: Advocacy and Leadership
4.3 Leadership
Standard 5: Program Management and Administration
5.3 Personnel, funding, and facilities

      f. Scoring Guide

Motivational/Reading Role Strategy Project

TE 869Introduction to the School Library Program
Scoring Guide

Component/ AASL Standard	Points	Target 90-100%	Acceptable 80-89%	Unacceptable 79% and Below	Score/ Comments
Description Pt. 1) 1.2, 2.1, 2.2, 2.4 Pt. 2) 1.3, 2.4	35	1) Describes the motivational strategy designed to foster students' intrinsic motivation to read for information and/or pleasure in order to promote habits of lifelong reading. Includes discussion of the genres and titles (as examples) of literature to be promoted. 2) Discusses the collaborative partnerships formed between the school librarian and classroom teachers and/or subject specialists in the school in implementing the strategy.	1) Describes the motivational strategy designed to foster students' intrinsic motivation to read for information and/or pleasure in order to promote habits of lifelong reading. Does not include discussion of the genres and titles of literature to be promoted. 2) Discusses the collaborative partnerships formed between the school librarian and classroom teachers and/or subject specialists in the school in implementing the strategy.	1) Describes the motivational strategy designed to foster students' intrinsic motivation to read for information and/or pleasure in order to promote habits of lifelong reading. Does not include discussion of the genres and titles of literature to be promoted. 2) No collaborative partnerships are evident in implementing the strategy. 3) No integration of digital tools and resources to engage students in the motivational strategy is	

Pt. 3) 3.3 Pt. 4) 5.3		3) Explains the integration of digital tools and resources to engage students in the motivational strategy. 4) Outlines all of the resources needed (human, information, and physical) to implement the strategy.	3) No integration of digital tools and resources to engage students in the motivational strategy is evident. 4) Outlines some of the resources needed (human, information, and physical) to implement the strategy.	evident. 4) Does not outline the resources needed (human, information, and physical) to implement the strategy.	
Motivational Base (1.1, 2.2, 4.3)	45	Explains and supports (with professional references from education and/or library research) how this strategy fosters intrinsic motivation in students to read for information and/or pleasure to promote habits of lifelong reading.	Explains and supports (with non-professional references) how this strategy fosters intrinsic motivation in students to read for information and/or pleasure to promote habits of lifelong reading.	Does not explain and support how this strategy fosters intrinsic motivation in students to read for information and/or pleasure to promote habits of lifelong reading.	
Reading Role Base (1.1, 1.2, 2.4)	45	Explains and supports (using AASL's Position Statement on the School Librarian's Role in Reading [AASL, 2011]) how this strategy reinforces reading instruction in the school.	Explains how this strategy reinforces reading instruction in the school.	Does not explain how this strategy reinforces reading instruction in the school.	
References (4.3)	50	1) At least three professional references are used. 2) In-text citations are used in correct APA (6th ed.) format. 3) Includes reference list of sources in correct APA (6th ed.) format.	1) At least three professional references are used. 2) In-text citations are used but not in correct APA (6th ed.) format. 3) Includes reference list of sources but not in correct APA (6th ed.) format.	1) Less than three professional references are used.	
Organization and Writing	25	Project is organized into readable sections, using headings logically and consistently in correct APA (6th ed.) format. Writing is clear and free of grammatical and punctuation errors.	Project is organized into readable sections, but does not use headings logically and consistently. Writing is not clear or contains grammatical and/or punctuation errors.	Project is not organized into readable sections. Writing is not clear and contains grammatical and/or punctuation errors.	

Total Score: /200

Comments:

g. Candidate Data

Fall, 2011

Candidates N=28

Project Component	Target	Acceptable	Unacceptable
Description	27 (96%)	0	1 (4%)
Motivational Base	25 (89%)	0	3 (11%)
Reading Role Base	26 (93%)	0	2 (7%)
References	23 (82%)	5 (18%)	0
Organization and Writing	26 (93%)	2 (7%)	0
Total	24 (86%)	3 (11%)	1 (4%)

Standard	Target	Acceptable	Unacceptable
1.1	27 (96%)	1 (4%)	0
1.2	28 (100%)	0	0
1.3	28 (100%)	0	0
2.1	28 (100%)	0	0
2.2	26 (93%)	2 (7%)	0
2.4	26 (93%)	0	2 (7%)
3.3	27 (96%)	0	1 (4%)
4.3	23 (82%)	5 (18%)	0
5.3	28 (100%)	0	0

Summer, 2012

Candidates N=18

Project Component	Target	Acceptable	Unacceptable
Description	17 (94%)	0	1 (6%)
Motivational Base	18 (100%)	0	0
Reading Role Base	18 (100%)	0	0
References	14 (78%)	4 (22%)	0
Organization and Writing	7 (39%)	7 (39%)	4 (22%)
Total	16 (89%)	2 (11%)	0

Standard	Target	Acceptable	Unacceptable
1.1	18 (100%)	0	0
1.2	18 (100%)	0	0
1.3	17 (94%)	0	1 (6%)
2.1	18 (100%)	0	0
2.2	18 (100%)	0	0
2.4	18 (100%)	0	0
3.3	17 (94%)	0	1 (6%)
4.3	16 (89%)	2 (11%)	0
5.3	17 (94%)	0	1 (6%)

Assessment #7: Virtual Research Handbook
(Additional assessment that addresses ALA/AASL standards)

I. Narrative about the Assessment

a. Description of Assessment and Use in Program

The Virtual Research Handbook is the culminating project in TE 873 Reference Services and Resources. Candidates create a virtual research handbook for an elementary or secondary school library program. The handbook includes, but is not limited to: general information about the school library, guidelines of the research process, discussion of finding and evaluating resources, suggestions of specific sources that are available to use,and information about plagiarism/citing sources. The Virtual Research Handbook is an additional assessment that addresses ALA/AASL Standards.

b. How Assessment Aligns with Standards Cited

This project aligns primarily with Standard 3, Information and Knowledge, and also somewhat with Standard 1, Teaching for Learning, Standard 2, Literacy and Reading, and Standard 5, Program Management and Administration. By creating the handbook, candidates provide support for diverse student information needs to locate, evaluate, and ethically use information for specific purposes (3.1). The handbook provides guidelines that facilitate access to and evaluation of information in print, non-print, and digital formats and communicate the legal and ethical codes of the profession (3.2). Because candidates are required to use a format accessible virtually, they demonstrate their ability to design a digital tool that engages students to locate, evaluate, and use information resources to support research and learning in a digital society (3.3). The project aligns with Standard 1 because candidates write the handbook in language appropriate for the students, supporting the learners' intellectual abilities and needs (1.1). In the section "Guidelines of the Research Process," candidates describe an inquiry-based research process (compatible with AASL's Standards for the 21st Century Learner [AASL, 2007]) step by step, thus implementing strategies that contribute to an active, inquiry-based approach to learning (1.2, 1.4). By listing resources available to students in multiple formats and languages in the section, "Locating and Evaluating Resources," candidates demonstrate their familiarity with children's information resources in multiple formats and languages to support reading for information (2.1). Addressing Standard 5, candidates practice the ethical principles of their profession and promote digital citizenship and responsibility by providing clear explanation of the term "plagiarism" and explaining how to cite sources (5.2), thus educating the school community of the ethical use of information and ideas. The "General Information Section" outlines the mission statements of the school and library, reinforcing library program alignment of resources, services, and standards with the school's mission. The handbook reflects the school's research philosophy, mission, and curriculum (5.4).

c. Analysis of Data Findings

During the fall semester of 2010, 27 candidates taking TE 873 Reference Services and Resources completed the Virtual Research Handbook. Of the 27 candidates, 23 scored target, one scored acceptable, 2 scored unacceptable, and one project was rejected because of plagiarism.

During the summer semester of 2011, 28 candidates taking TE 873 Reference Services and Resources completed the Virtual Research Handbook. Target scores were earned by 21 candidates, acceptable scores by3, and unacceptable scores by 4.

While the data do not point to a total lack of understanding of the topics, the number of candidates receiving unacceptable scores is troublesome. Looking at the data at the rubric level reveals that the main difficulty candidates had (allowing for organization and writing issues) was with writing the "Locating and Evaluating Resources" and the "Plagiarism and Citing Sources" sections. An examination

of the course syllabus reveals that thisproject is not in full alignment with the semester readings and assignments, which were much more concentrated on learning about various resources themselves, rather than on teaching students to locate and evaluate resources, and the importance of teaching digital citizenship and responsibility. Because of this discrepancy, it was decided that it would be beneficial to "tweak" the course by replacing the current textbook with a new textbook more focused on instruction of reference sources and services to P-12 students, and by adding separate assignments during the course of the semester requiring students to write parts of the Virtual Research Handbook to be compiled into the final culminating handbook at the end of the course.

d. How Data Provide Evidence for Meeting Standards

Examination of data at the standards level reveals that all candidates performed at the target or acceptable level on standards 1.2, 1.4, and 3.3 both applications. Two candidates in each semester performed at the unacceptable level for standard 1.1, mostly because the language and graphics they used in the handbook were not appropriate for the school level. A total of 4 candidates for the two semesters scored unacceptable on 5.2, a total of 5 candidates scored unacceptable on 3.1, and a total of 4 scored unacceptable for 3.2. These three standard level results point to the conclusions made on the rubric level: some candidates need more instruction on teaching the basics of research and reference services, as well as the importance of digital citizenship and responsibility (especially plagiarism and citing sources). These conclusions line up with the solution of changing to a more P-12 student instruction-focused textbook and implementing assignments that target these areas, requiring candidates to do parts of the handbook during the course of the semester to build to the final project.

II. Assessment Documentation

e. Assessment Tool/Description of Assignment

TE 873 Reference Services and Resources
Virtual Research Handbook

As the culminating project for TE 873, you will develop a research handbook to be used by the students and staff at an elementary or secondary school. It should include reference resources in the school and reflect the research philosophy, mission, and school curriculum. Ideally, it will be for a school where you are actually working as a school librarian, but if you are not (or plan to change positions); it can be written more generally in anticipation of adapting it when you get a school library position. You will want to write it in terms and format appropriate for the students in your school, and it must be in a virtual format accessible electronically.

Your handbook should include, but is not limited to the following*:

- General information about the school library (e.g.: map, hours, mission [include both school and school library mission], etc.)
- Guidelines of the research process (compatible with AASL's Standards for the 21st Century Learner, AASL, 2007)
- Section on locating and evaluating resources
- List of specific sources that you recommend for students to use
- Section on plagiarism and citing sources

Be sure to check out theposted sample handbooks. The examples are not all candidate projects, but are "real life" school library examples from which you can get ideas. Remember, you may "borrow" from

other sources, but be sure to customize the items you borrow so that they are tailored for use in your school, and be sure to GIVE ALL SOURCES CREDIT in your handbook.

 *See scoring guide for details on requirements.

ALA/AASL Standards Addressed:
Standard 1: Teaching for Learning
1.1 Knowledge of learners and learning
1.2 Effective and knowledgeable teacher
1.4 Integration of twenty-first century skills and learning standards
Standard 2: Literacy and Reading
2.1 Literature
Standard 3: Information and Knowledge
3.1 Efficient and ethical information-seeking behavior
3.2 Access to information
3.3 Information technology
Standard 5: Program Management and Administration
5.2 Professional ethics
5.4 Strategic planning and assessment

f. Scoring Guide

Virtual Research Handbook

TE 873 Reference Services and Resources
Scoring Guide

Component/ AASL Standard	Points Possible	Target 90-100%	Acceptable 80-89%	Unacceptable 79% and Below
General Information Section (3.2, 5.4)	40	1) Includes name of school, level, location, and contact information. 2) Includes general information about the School Library Program including: a) basic map b) hours of operation and scheduling patterns (e.g., flexible or fixed scheduling, hours of open access). c) Includes mission statement of school and library.	1) Includes name of school, level, location, and contact information. 2) Includes some general information about the school library program.	1) Includes name of school, level, location, and contact information.
Guidelines of the Research Process Section (1.1, 1.2, 1.4, 3.1)	40	1) Using formal or informal guidelines compatible with AASL's Standards for the 21st Century Learner (AASL, 2007) describes an inquiry-based research process step by step. 2) Is clear and easy to understand, and is appropriate for the grade level.	1) Using formal or informal guidelines compatible with AASL's Standards for the 21st Century Learner (AASL, 2007) describes a research process step by step. 2) Is clear and easy to understand but is not appropriate for the grade level.	1) Using formal or informal guidelines describes a research process step by step. 2) Is not clear and easy to understand and is not appropriate for the grade level.
Locating and Evaluating Resources Section (1.1, 2.1, 3.1, 3.2)	60	1) Gives brief and clear instructions on how to locate and evaluate print, non-print, and digital resources.	1) Gives instructions on how to locate and evaluate print, non-print, and digital resources.	1) Gives instructions on how to locate print, non-print, and digital resources.

		2) Lists resources in multiple formats and languages available (may be general categories with examples, or specific resources) to support reading for information. 3) Describes (in language appropriate for the grade level) the process of evaluating resources to support research and learning.	2) Lists resources available (may be general categories with examples, or specific resources) to support reading for information. 3) Describes the process of evaluating resources to support research and learning but not in language appropriate for the grade level.	
Plagiarism and Citing Sources Section (1.1, 3.2, 5.2)	40	1) Clearly explains the term "plagiarism" and describes ways to avoid it. 2) Explains how to cite sources (in format accepted by school) and gives examples. 3) Is in appropriate language for the grade level.	1) Clearly explains the term "plagiarism" and describes ways to avoid it. 2) Explains how to cite sources (in format accepted by school) and gives examples.	) Explains the term "plagiarism" and describes ways to avoid it.
Format, Organization, and Writing (3.3)	20	Project is organized into readable sections (in .doc, .pdf, or webpage format), using headings logically and consistently. Credit is given for use of any outside sources (use format accepted and appropriate for grade level). Writing is clear and free of grammatical and punctuation errors.	Project is organized into readable sections, but does not use headings logically and consistently. Credit is not given for use of outside sources. Writing is not clear or contains grammatical and/or punctuation errors.	Project is not organized into readable sections. Credit is not given for use of outside sources. Writing is not clear and contains grammatical and/or punctuation errors.
Total Score:	/200	Score: Comments:	Score: Comments:	Score: Comments:

g. Candidate Data

Fall, 2010
Candidates N=26 (27)*

Project Component	Target	Acceptable	Unacceptable
General Information Section	20 (77%)	4 (15%)	2 (8%)
Guidelines of the Research Process Section	24 (92%)	2 (8%)	0
Locating and Evaluating Resources Section	22 (85%)	3 (12%)	1 (4%)
Plagiarism and Citing Sources Section	19 (73%)	6 (23%)	1 (4%)
Format, Organization, and Writing	21 (81%)	1 (4%)	4 (15%)
Total	23 (88%)	1 (4%)	2 (8%)

*One project was rejected because of plagiarism. Data is based on N=26.

By Standard	Target	Acceptable	Unacceptable
1.1	22 (85%)	2 (8%)	2 (8%)
1.2	26 (100%)	0	0
1.4	26 (100%)	0	0
2.1	25 (96%)	0	1 (4%)
3.1	21 (81%)	4 (15%)	1 (4%)
3.2	19 (73%)	6 (23%)	1 (4%)
3.3	26 (100%)	0	0
5.2	20 (77%)	4 (15%)	2 (8%)
5.4	26 (100%)	0	0

Summer, 2011
Candidates N=28

Project Component	Target	Acceptable	Unacceptable
General Information Section	25 (89%)	2 (7%)	1 (4%)
Guidelines of the Research Process Section	26 (93)%	1 (4%)	1 (4%)
Locating and Evaluating Resources Section	21 (75%)	2 (7%)	5 (18%)
Plagiarism and Citing Sources Section	19 (68%)	4 (14%)	5 (18%)
Format, Organization and Writing	22 (79%)	0	6 (21%)
Total	21 (75%)	3 (11%)	4 (14%)

By Standard	Target	Acceptable	Unacceptable
1.1	24 (86%)	2 (7%)	2 (7%)
1.2	28 (100%)	0	0
1.4	28 (100%)	0	0
2.1	26 (93)%	1 (4%)	1 (4%)
3.1	22 (79%)	2 (7%)	4 (14%)
3.2	21 (75%)	4 (14%)	3 (11%)
3.3	28 (100%)	0	0
5.2	20 (71%)	4 (14%)	4 (14%)
5.4	28 (100%)	0	0

Assessment #8: Advocacy Plan
(Additional assessment that addresses ALA/AASL standards)

I. Narrative about the Assessment

a. Description of Assessment and Use in Program
The Advocacy Plan is a project required by candidates taking TE 875 Administration of the School Library Program. Candidates devise an Advocacy Plan for an authentic school library including description of the target stakeholder group (based on interviews and/or published sources), goals and activities for building advocacy with members of this group, and marketing ideas. Plans will target one stakeholder group (students, staff, administration, parents, public librarians, or other community members). The Advocacy Plan is an additional assessment that addresses ALA/AASL Standards.

b. How Assessment Aligns with Standards Cited
The Advocacy Plan aligns primarily with Standard 4, Advocacy and Leadership.Specifically, candidates identify one stakeholder group (either within or outside of the school community) that impacts or could impact the school library program. They then develop a plan targeting this group to build advocacy for school library and information programs, resources, and services (4.4). Depending on the stakeholder group the candidates choose, candidates strengthen cooperation, establish connections, and collaborate with stakeholder group leadersas members of a social and intellectual network of learners (4.1) and/or collaborate with other educators to engage in school improvement processes (1.3). Using information from education and library research,they develop and communicate ways in which the library program can enhance school improvement efforts (4.3). The project also aligns somewhat with Standard 3, Information and Knowledge, and Standard 5, Program Management and Administration. By gathering information about the target stakeholder group from interviews and/or published sources, candidates interpret and use data in order to develop understanding of the target stakeholder group for the purpose of improving practice in the school library (3.4). By creating an advocacy plan targeting a stakeholder group, candidates communicate and collaborate with students, teachers, administrators or community members to develop a library program that aligns resources and services with the school's goals and mission. Through the plan, candidates make effective use of data and information to determine how the library program can address the needs of their diverse communities (5.4). They use administrative skills to plan and budget the human, information, and physical resources needed for the advocacy plan (5.3).

c. Analysis of Data Findings
During the spring of 2011, 25 candidates taking TE 875 Administration of the School Library Program completed the Advocacy Plan. Of the 25 candidates, 22 (88%) scored target on the project, and 3 (12%) scored acceptable. During the spring of 2012, 33 candidates taking TE 875 completed the Advocacy Plan. Of the 33 candidates, 31 (94%) scored target, 1 (3%) scored acceptable, and 1 (3%) scored unacceptable.

Candidates who struggled with the assignment had difficulty with finding sources about their target audiences (and generally waited too long to arrange interviews), OR they had a hard time wrapping their minds around collaborating with stakeholders outside of the school (or with teachers and administrators on something other than teaching). They had many good ideas about doing activities with stakeholder groups, but including stakeholder leaders in the planning and leadership of the activities was a difficult concept for a few. It is interesting to note that those candidates who had experienced careers outside of teaching (either as another type of librarian or in other unrelated professions) seized the advocacy idea more readily than those who had been teachers exclusively. One idea for making the project easier to

grasp (and to stimulate student creativity) would be to invite special speakers from the public library and business worlds to discuss collaboration and advocacy possibilities.

d. How Data Provide Evidence for Meeting Standards

On the standard level, Candidates from spring, 2011 scored target or acceptable on all standards, except 4.1/1.3, pointing to the difficulty noted above (2 [8%] scored unacceptable). Candidates from spring, 2012 scored target or acceptable on all standards but 4.3 and 4.4 (each with 1 [3%] unacceptable). In looking deeper at the difference between the target and acceptable levels, 4.1/1.3 (collaboration element) contained 6 [18%] of the candidates, indicating that students in this semester also experienced some difficulty with the idea of collaborating with stakeholders outside of the school (or with teachers and administrators on something other than teaching). This evidence corroborates the need for a strategy to give students more exposure to this important idea.

II. Assessment Documentation

e. Assessment Tool/Description of Assignment

TE 875 Administration of the School Library Program
Advocacy Plan

Advocacy is an "on-going process of building partnerships so that others will act for and with you, turning passive support into educated action for the library media program." It is an important step which "begins with a vision and a plan for the library media program that is then matched to the agenda and priorities of stakeholders" (AASL Advocacy Special Committee, 2007).

1) Read Morris, Ch. 4 (esp. pp. 92-103) and the following articles:

- ✓ Foote, C. (2010). Everyday advocacy. *School Library Journal, 56*(8), p. 28-30.

- ✓ Kramer, P. K., &Diekman, L. (2010). Evidence = assessment = advocacy. *Teacher Librarian, 37*(3), p. 27-30.

- ✓ Levitov, D. (2007). One library media specialist's journey to understanding advocacy: A tale of transformation. *Knowledge Quest, 36*(1), p. 28-31.

2) Answer the following questions on the Discussion Board (be sure to support your answers from the readings):

1. Why is advocacy important to the school library program?
2. Name a group that could be the target stakeholder group for an advocacy plan for a school library. Why this group? What could you do to create advocacy?
3. What is the difference between advocacy and public relations/marketing?
4. Have you had any personal experiences with regard to advocacy?

3) Using ideas from the readings, along with at least one other professional source, devise an Advocacy Plan for your school library (or another of your choosing). You will target a stakeholder group (students, staff, administration, parents,public librarians, or other community members), and gather information from interviews and other sources about your target stakeholder group. The project will include*:

- Description of the stakeholder group's needs and interests (based on interviews and/or local information)
- Goals of the advocacy plan (describe the benefits to both the stakeholder group and the school library program)
- At least 3 activities for advocacy for each goal (includes evaluation of human, information, and physical resources needed for each activity; describes collaborative partnerships between the stakeholder group and the school librarian)
- Marketing strategies for the activities (both in-house and outreach)

 *Please see scoring guide for details within each bullet point.

ALA/AASL Standards Addressed:
Standard 1: Teaching for Learning
1.3 Instructional partner (if target group is educators)
Standard 3: Information and Knowledge
3.4 Research and knowledge creation
Standard 4: Advocacy and Leadership
4.1 Networking with the library community (or other stakeholders)
4.3 Leadership
4.4 Advocacy
Standard 5: Program Management and Administration
5.3 Personnel, funding, and facilities
5.4 Strategic planning and assessment

      f. Scoring Guide

Advocacy Plan
TE 875Administration of the School Library Program
Scoring Guide

Component/ AASL Standard	Points Possible	Target 90-100%	Acceptable 80-89%	Unacceptable 79% and Below
Target Group (Choose One stakeholder group: students, staff, administration, parents, public librarians, or other community members) (3.4, 4.4)	20	Overview of stakeholder target group is based on information from interviews and/or published sources. Describes target group's needs (or agenda) and interests.	Includes overview of stakeholder target group, but there is no evidence of information from interviews or published sources. Describes target group's needs (or agenda) and interests.	Overview of stakeholder target group is minimal with no evidence of information from interviews or from published sources.
Goals of the Advocacy Plan (4.3, 4.4, 5.4)	30	Includes at least three goals for the advocacy plan with description of the benefits of each goal to both the stakeholder target group and the school library program.	Includes two goals for the advocacy plan with description of the benefits of each goal to both the stakeholder target group and the school library program.	Includes one or two goals for the advocacy plan. Does not describe the benefits of each goal to both the stakeholder target group and the school library program.
Activities for Advocacy (1.3/4.1, 4.3, 4.4, 5.3, 5.4)	30	Lists and describes at least three activities that will help achieve each of the goals above (activities can overlap	Lists and describes two to three activities that will help achieve each of the goals above (activities can overlap	Lists and describes one or two activities that will help achieve each of the goals above. Activity descriptions

		goals). Activity descriptions are clear andevaluate the need for human, information, and physical resources. Describes how all activities strengthen cooperation, establish connections, and involve collaborative partnershipsand leadership from both the stakeholder target group and the school librarian.	goals). Activity descriptions evaluate the need for human, information, and physical resources. Describes how some activities strengthen cooperation, establish connections, and involve collaborative partnerships and leadership from both the stakeholder target group and the school librarian.	are not clear and/or do not evaluate the need for human, information, and physical resources. Activities do not involve collaborative partnerships and leadership from both the stakeholder target group and the school librarian.
Marketing (4.4)	20	Describes at least three marketing ideas for the activities above. These include both in-house and outreach marketing activities. Information for specific contacts is included.	Describes two marketing ideas for the activities above. These include either in-house or outreach marketing activities but not both. Information for general contacts is included.	Describes one or two marketing ideas for the activities above. These include either in-house or outreach marketing activities but not both. No contact information is included.
Sources (3.4, 4.3)	30	Includes a reference list in correct APA (6th edition) format of at least three sources (can include interviews for evidence).	Includes a reference list in correct APA (6th edition) format of two sources (can include interviews for evidence).	Does not include a reference list of sources.
Organization and Writing	20	Writing is clear and is free of grammatical, spelling,and punctuation errors.	Writing is not clear or containssome grammatical, spelling, and/or punctuation errors.	Writing is not clear and contains numerous grammatical, spelling, and/or punctuation errors.
Total Score:	/150	Score: Comments:	Score: Comments:	Score: Comments:

g. Candidate Data

Spring, 2011
Candidates N=25

Project Component	Target	Acceptable	Unacceptable
Target Stakeholder Group	23 (92%)	0	2 (8%)
Goals of the Plan	21 (84%)	2 (8%)	2 (8%)
Activities for Advocacy	17 (68%)	6 (24%)	2 (8%)
Marketing	23 (92%)	1 (4%)	1 (4%)
Sources	13 (52%)	8 (32%)	4 (16%)
Organization and Writing	25 (100%)	0	0
Total	22 (88%)	3 (12%)	0

By Standard	Target	Acceptable	Unacceptable
3.4	23 (92%)	2 (8%)	0
4.1/1.3 (collaboration	16 (64%)	7 (28%)	2 (8%)

with stakeholder group)			
4.3	23 (92%)	2 (8%)	0
4.4	24 (96%)	1 (4%)	0
5.3	25 (100%)	0	0
5.4	23 (92%)	2 (8%)	0

Spring, 2012
Candidates N=33

Project Component	Target	Acceptable	Unacceptable
Target Stakeholder Group	33 (100%)	0	0
Goals of the Plan	30 (91%)	2 (6%)	1 (3%)
Activities for Advocacy	24 (73%)	9 (27%)	0
Marketing	32 (97%)	0	1 (3%)
Sources	22 (67%)	10 (30%)	1 (3%)
Organization and Writing	33 (100%)	0	0
Total	31 (94%)	1 (3%)	1 (3%)

By Standard	Target	Acceptable	Unacceptable
3.4	33 (100%)	0	0
4.1/1.3 (collaboration with stakeholder group)	27 (82%)	6 (18%)	0
4.3	31 (94%)	1 (3%)	1 (3%)
4.4	31 (94%)	1 (3%)	1 (3%)
5.3	33 (100%)	0	0
5.4	31 (94%)	2 (6%)	0