6-29-2022 mk

McDaniel College School Librarianship Program Candidate Information

Our program adheres to the *ALA/AASL/CAEP School Librarian Preparation Standards (2019*). All assignments measure the 5 standards and the 18 components. This PDF provides detailed information about courses, assignments, and shows where the standards and components are met.

Please save assignments in multiple spots. Revise them using instructor feedback. Your polished work is used in your final course SLM 550 Professional Portfolio. See portfolio exemplars here.

And—since all our assignments are practical and designed to be used in the school library, you have a head start to success!

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NAME	EMAIL
DATE	CELL

SCHOOL LIBRARIANSHIP PROGRAM PLAN

Bachelor's
Master's

ADMISSION

Status	Criteria
	Application essay, indicating knowledge of AASL SLM job responsibilities
	Undergraduate transcript, minimum 3.0 GPA
	3 reference forms, advisor approved
	Current teaching certificate or official transcript showing completed 4 required COMAR MSDE SLM education courses

COURSES

When?	Courses
	SLM 501 School Library Leadership
	SLM 502 Organization & Access
	SLM 503 Literature for Children
	SLM 504 Literature for Young Adults
	SLM 505 Information Services
	SLM 506 Collection Development
	SLM 508 Learning Technologies
	SLM 509 Instructional Collaboration
	SLM 541 School Library Action Research
	SLM 550 Portfolio
	SLM 552 Practicum
	Elective chosen with advisor

NOTES

If SLM applicant does not have teacher certification, verify approved MSDE COMAR SLM four education courses completed before beginning. Advisor will complete and submit RegOffice form.

TRANSFER. Up to two graduate courses, taken within the last six years, may possibly count toward this degree. Applicant must submit official graduate transcript either with the Application or to RegOffice.

SLM Applicant agrees:

- To adhere to all graduate policies found in the Online Graduate Catalog.
- To regularly check www.mcdanielschoollibrarianship.com.
- To join professional organizations such as American Association of School Librarians (AASL) and Maryland Association of School Librarians (MASL).

SLM Revised Course Titles, Descriptions, Objectives, and Assignments

SLM 501 SCHOOL LIBRARY LEADERSHIP

COURSE DESCRIPTION

This course prepares candidates to actively engage in leadership, collaboration, advocacy, and professional networking. Topics include the knowledge, skills, and dispositions needed for librarian-leadership and key topics from the 2018 AASL *National School Library Standards for Learners, School Librarians, and School Libraries* such as ethical practice and our professional roles. Candidates complete a leadership analysis, a personal professional development plan, a school library assessment, an advocacy plan, a school library website, and discuss course topics with a practicing school librarian. (Graduate Catalog)

OBJECTIVES

1. Analyze your personal leadership style; to determine the knowledge, skills, and dispositions you need for successful leadership; and to plan for ongoing professional learning. (*ALA/AASL 5.1, 5.2)
2. Assess a school library program by using the 2018 AASL *National School Library Standards.* (ALA/AASL 5.1)
3. Create a dynamic school library advocacy plan that identifies objectives, the target group, strategies, communication tools, and an assessment method. (ALA/AASL 5.3)
4. Develop a school library website that demonstrates your role as a leader, teacher, and information specialist. (ALA/AASL 5.1, 5.2, 5.3, 5.4)

*ALA/AASL School Librarian Preparation Standards (2019).

ASSIGNMENTS

1. Assign 01: Leadership Analysis and Plan (5.1, 5.2)
2. Assign 02: Library Assessment and Action Plan (5.1)
3. Assign 03: Advocacy Plan (5.3)
4. Assign 04: Library Website (5.1, 5.2, 5.3, 5.4)

SLM 502 ORGANIZATION & ACCESS

COURSE DESCRIPTION

This course ensures that candidates provide comprehensive physical and digital access to all library resources. Topics include facility design, ADA requirements, website access, the Dewey Decimal Classification System, Sears and Library of Congress Subject Headings, and the policies and procedures for running the library, including budgeting, ordering, inventory, weeding, selection, reconsideration, circulation, intellectual freedom, ethical use, and clerk evaluation. Candidates complete a floor plan and digital access plan, assign Dewey numbers and subject headings, catalog using MARC, and create a website on library policies and procedures. (Graduate Catalog)

OBJECTIVES

1. To design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services. (ALA/AASL 1.4, 4.1)

2. To organize school library collections according to current library cataloging and classification principles, including Dewey Decimal System of Classification, Sears and Library of Congress Subject Headings, and MARC Records. (ALA/AASL 4.1)
3. To create a website for library policies and procedures relating to administrative tasks, including budgeting, reconsideration, selection, circulation procedures, lost books, weeding, clerk evaluation, ethical use, and intellectual freedom. (ALA/AASL 4.1, 4.2, 5.3, 5.4)

ASSIGNMENTS

1. Assign 01: Access Design (1.4, 4.1)
2. Assign 02: Dewey Numbers, LoC Subject Headings, and OPAC Instructions (4.1)
3. Assign 03: MARC Records (4.1, 5.1)
4. Assign 04: Policies and Procedures Website (4.1, 4.2, 5.3, 5.4)

SLM 503 LITERATURE FOR CHILDREN

COURSE DESCRIPTION

This course presents the newest and most highly recommended titles in literature for children in grades pre-kindergarten through sixth. Topics include fiction and nonfiction, authors and illustrators, digital materials, selection criteria, and strategies to actively encourage reading for pleasure. Candidates read and discuss quality books, identify reading promotion strategies, and create an annotated bibliography to share with young learners. (Graduate Catalog)

OBJECTIVES

1. Become familiar with a wide range of PreK-6th grade current and highly recommended literature—picture books, fiction, and nonfiction—in multiple formats to support reading for pleasure and information. (ALA/AASL 3.1)*
2. Collect, share, and use a variety of strategies to promote leisure reading and model personal enjoyment of reading to promote habits of creative expression and lifelong reading. (ALA/AASL 3.1)
3. Use professional selection tools and recommended reading lists from professional organizations such as the American Library Association and the associations for social studies and science teachers, and to know and use a variety of book awards including Caldecott, Newbery, Coretta Scott King, Pura Belpré, Sibert, and state reading awards; (ALA/AASL 4.2)
4. Become aware of your district's library selection criteria policy and to create your personal selection policy for picture books, fiction, and nonfiction appropriate for PreK-6th grades. (ALA/AASL 4.2)
5. Improve your professional writing skills.

*ALA/AASL School Librarian Preparation Standards (2019).

ASSIGNMENTS

1. Assign 01: Picture Books (3.1, 4.2, 4.3)
2. Assign 02: Fiction (3.1, 4.2, 4.3)
3. Assign 03: Nonfiction (3.1, 4.2, 4.3, 3.3A)
4. Assign 04: Final Bibliography (3.1, 4.2, 4.3, 5.4)

SLM 504 LITERATURE FOR YOUNG ADULTS

COURSE DESCRIPTION

This course presents the newest and most highly recommended titles in literature for young adults in grades sixth through twelfth. Topics include authors, fiction, nonfiction, graphic novels, digital tools, intellectual freedom, selection criteria, and reading promotion. Candidates read and discuss books, prepare book evaluations, bibliographies, defend intellectual freedom, and plan reading promotion. (Graduate Catalog)

OBJECTIVES

1. Demonstrate a sound knowledge of current, diverse, and highly recommended young adult books. (ALA/AASL 3.1)
2. Collect, share, and use a variety of strategies to promote leisure reading and model personal enjoyment of reading to promote habits of creative expression and lifelong reading. (ALA/AASL 3.1)
3. Use professional selection tools and recommended reading lists from professional organizations such as the American Library Association and the associations for social studies, science, and English teachers. (ALA/AASL 4.2)
4. Promote the ethical practices of librarianship, including supporting Intellectual Freedom and access to books for all. (ALA/AASL 5.4)

ASSIGNMENTS

1. Assign 01: Book Evaluations, Reading Guidance Web, and Freedom to Read Statement (3.1, 3.3, 4.2, 5.4)
2. Assign 02: Book Evaluations and Videos (3.1, 3.3, 4.2)
3. Assign 03: Book Evaluations and Presentation for Supporting Readers' Rights (3.1, 4.2, 5.4)
4. Assign 04: Book Evaluations and Reading Promotion Plan (3.1, 4.2, 5.2, 5.3)

SLM 505 INFORMATION SERVICES

COURSE DESCRIPTION

This course prepares candidates to provide high-quality P12 reference information services. Topics include assessment of services; selection and promotion of databases and websites; the inquiry process as a part of information literacy instruction; conducting reference interactions, serving special populations, ensuring ethical use of information; and providing 24/7 digital access. Candidates assess reference services, curate reference resources, create research guides and database instructions, and design a reference website. (Graduate Catalog)

OBJECTIVES

1. Assess high-quality reference information services (RIS) and identify solutions to strengthen RIS in the school library. (ALA/AASL 4.3, 5.2)
2. Select, learn how to use, and teach MD SAILOR databases, MD K12 databases, and quality websites to meet K12 RIS needs. (ALA/AASL 3.3, 4.2)
3. Create research guides and database instructions that help learners find and evaluate information. (ALA/AASL 2.3, 3.3)
4. Collect instructional activities to help K12 students to use reference resources so that they effectively think, create, share, and grow. (ALA/AASL 1.1, 3.2)
5. Create a reference webpage that provides links to information resources, research guides, database instructions, public library, and legal and ethical policies such as plagiarism, copyright, acceptable use, intellectual freedom, privacy, and equitable access. (ALA/AASL 2.3, 3.2, 3.3, 4.1, 4.2, 5.4)

*ALA/AASL School Librarian Preparation Standards (2019).

ASSIGNMENTS

1. Assign 01: Reference Assessment and Database Curation (3.2, 4.1B, 4.2, 5.2)
2. Assign 02: Research Websites and Databases (4.2)
3. Assign 03: Research Guides and Database Instructions (3.3, 4.1B)
4. Assign 04: Reference Website (1.4, 3.1, 3.3, 4.1, 4.2, 5.4)

SLM 506 COLLECTION DEVELOPMENT

COURSE DESCRIPTION

This course examines how to create a collection that supports the instructional needs and personal interests of all learners. Topics include school curriculum, selection tools, policies, and procedures for developing, maintaining, evaluating, and using the collection to engage learners. Candidates prepare a school analysis, curriculum chart, materials order, and evaluate a library by age, quantity, quality, and curriculum needs. (Graduate Catalog)

OBJECTIVES

1. To use selection criteria and professional selection tools to develop a collection that meets the diverse curricular and personal needs of all learners. (*ALA/AASL 4.2)
2. To evaluate and select information resources in a variety of formats. (ALA/AASL 4.2)
3. To make effective use of data to meet unique learner needs by completing a school analysis and curriculum chart. (ALA/AASL 4.3)
4. To use evaluation criteria to evaluate print and digital sources to improve the collection by age, circulation, and usefulness. (ALA/AASL 4.2)
5. To actively use the collection to positively impact learner growth. (ALA/AASL 5.2)

*ALA/AASL School Librarian Preparation Standards (2019).

ASSIGNMENTS

1. Assign 01: School Analysis and Curriculum Chart (1.3, 1.4, 4.3, 5.2)
2. Assign 02: Selection Sources (4.2)
3. Assign 03: Collection Evaluation (4.2, 4.3, 5.2)
4. Assign 04: Materials Order (4.2, 5.2)

SLM 508 LEARNING TECHNOLOGIES

COURSE DESCRIPTION

This course examines technology-enabled learning in the P12 classroom and school library. Topics include ISTE and AASL national standards, information literacy, digital citizenship, media literacy, and technology enriched lessons. Candidates select, evaluate, and curate current technology tools; create digital presentations for staff and parents; select the best of literacy lessons; create digital instructions for using specific technology tools; and build a professional learning network to improve professional growth and instruction. (Graduate Catalog)

OBJECTIVES

1. Teach faculty, family, and students the variety of digital literacies and to ethically lead in a digital world. (ALA/AASL 3.2)*
2. Select, evaluate, and curate new technology tools that will positively impact K12 learner growth. (ALA/AASL 4.2)
3. Design instructional activities in information literacy, digital citizenship, and media literacy that provide ways to evaluate information, collaborate, create, and communicate. (ALA/AASL 2.3)
4. Build a personal learning network that demonstrates active engagement in ongoing professional, collaborative learning. (ALA/AASL 5.1)

*ALA/AASL School Librarian Preparation Standards (2019).

ASSIGNMENTS

1. Assign 01: Teaching Information Literacy (2.1, 2.2, 2.3, 2.4, 3.3, 5.1)
2. Assign 02: Selecting and Using Digital Apps (2.1, 3.3, 4.2, 5.1)
3. Assign 03: Teaching Digital Citizenship (2.1, 2.2, 2.3, 2.4, 3.3)
4. Assign 04: Creating Your Personal Learning Network Site (3.3, 5.1, 5.2)

SLM 509 INSTRUCTIONAL COLLABORATION

COURSE DESCRIPTION

This course prepares school librarians to positively impact learner growth by serving as dynamic leaders, teachers, and instructional partners. Topics include collaborative leadership, planning, effective instructional strategies, inquiry-based approach to learning, and using the 2018 AASL *National School Library Standards for Learners, School Librarians, and School Libraries*. Candidates prepare a collaborative framework plan to impact learners, identify implementation strategies to impact growth, create a collaborative instructional unit, and write and teach an inquiry-based lesson. (Graduate Catalog)

OBJECTIVES

1. Demonstrate leadership and collaboration with colleagues to design solutions that positively impact learner growth. (ALA/AASL 2.1)*
2. Craft multiple resource-based learning experiences that are developmentally and culturally responsive and that integrate inquiry, innovation, and exploration. (ALA/AASL 2.2)
3. Integrate AASL's *National School Library Standards* with subject content standards to meet learner needs. (ALA/AASL 5.2)
4. Demonstrate a thorough understanding of assessment, differentiation, and digital teaching tools in lesson planning. (ALA/AASL 2.4)

*ALA/AASL School Librarian Preparation Standards (2019).

ASSIGNMENTS

1. Assign 01: Collaborative Leadership Plan (2.1, 4.3, 5.2)
2. Assign 02: Implementation Plan to Impact Growth (1.1, 1.2, 1.3, 1.4)
3. Assign 03: Collaborative Unit (1.2, 1.2, 1.3, 2.1, 2.2, 2.4, 5.2)
4. Assign 04: Collaborative Lesson (1.2, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4)

SLM 541 SCHOOL LIBRARY ACTION RESEARCH

COURSE DESCRIPTION

This course provides an overview of the key concepts and practices of action research as it can be applied in a school library setting. Topics include current school library research, appropriate educational-applied research, and how to conduct an action research project. Candidates develop the beginning of an action research project by identifying a problem, reviewing the research literature, developing problem statements and research questions, developing data collection tools, and presenting the project in a multimedia format. (Graduate Catalog)

OBJECTIVES

1. Explain the steps in action research and how to conduct action research in the school library. (ALA/AASL 4.3, 5.2)
2. Discuss and explain the rationale for conducting action research for school library programs. (ALA/AASL 4.3, 5.2)
3. Analyze and discuss school-based action research projects. (ALA/AASL 4.3, 5.2)
4. Examine and use the various research methods and technology that is used for data collection in action research. (ALA/AASL 4.3, 5.2)
5. Develop the beginning of an action research project by identifying a problem, reviewing the research literature, developing problem statements and research questions, and developing data collection tools (ALA/AASL 4.3, 5.2)

*ALA/AASL School Librarian Preparation Standards (2019).

ASSIGNMENTS

1. Assign 01: Interview, Topic, and Literature Review (5.2)
2. Assign 02: Refining the Project (4.3)
3. Assign 03: Data Collection Tools (4.3)
4. Assign 04: Multimedia Presentation (4.3, 5.2)

SLM 550 PROFESSIONAL PORTFOLIO

COURSE DESCRIPTION

In this course, candidates create a website portfolio, demonstrating they have met the five standards for certification established by the 2019 ALA/AASL *School Librarian Preparation Standards*: (1) The Learner and Learning, (2) Planning for Instruction, (3) Knowledge and Application of Content, (4) Organization and Access, and (5) Leadership, Advocacy, and Professional Responsibility. Candidates align artifacts with the eighteen components of the standards, compose reflection statements, and collaborate with peers through the revision process. (Graduate Catalog)

OBJECTIVES

1. To review, revise, and select previous course artifacts that show achievement of the five ALA/AASL standards and supporting eighteen components. (ALA/AASL 1-5)
2. To craft reflection statements demonstrating how their artifacts meet the ALA/AASL standards and components. (ALA/AASL 1-5)
3. To critique their peers' artifacts, reflection statements, and website design. (ALA/AASL 1-5)
4. To construct a well-designed website portfolio. (ALA/AASL 1-5)

ASSIGNMENTS

1. Assign 01: Standard 1 The Learner and Learning
2. Assign 02: Standard 2 Planning for Instruction & Standard 3 Knowledge and Application of Content
3. Assign 03: Standard 4 Advocacy and Leadership & Standard 5 Program Management and Administration
4. Assign 04: Final Portfolio

SLM 552 PRACTICUM IN SCHOOL LIBRARIANSHIP

COURSE DESCRIPTION

This course provides candidates the opportunity to gain practical experience in a school library under the supervision of a certified librarian and a McDaniel College instructor. The practicum is 99 hours. Candidates complete a School Analysis Infographic, Library Assessment and Plan, Collaborative Lesson, Reading Promotion, and activities that demonstrate school library professional standards while engaging in consistent and substantial reflection. Candidates are encouraged to collect the data for their action research project created in SLM 541. (Graduate Catalog)

OBJECTIVES

1. Demonstrate in action our professional responsibilities according to the AASL *National School Library Standards for Learners, School Librarians, and School Libraries* (2018).
2. Demonstrate in action the ALA/AASL *Standards for Initial Preparation for School Librarians* (2019):
    a. Standard 1: The Learner and Learning.
    b. Standard 2: Planning for Instruction.
    c. Standard 3: Knowledge and Application of Content.
    d. Standard 4: Organization and Access.
    e. Standard 5: Leadership, Advocacy, and Professional Responsibility.
3. Embrace the McDaniel College Graduate Studies Theme and demonstrate that you are a "caring, reflective practitioner who facilitates learning for all students in a diverse and technological society."

ASSIGNMENTS

1. Assign 01: School Analysis Infographic (1.1, 1.2, 1.3, 1.4, 4.3)
2. Assign 02: School Library Assessment and Plan (4.3, 5.3, 5.4)
3. Assign 03: Collaborative Lesson (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4)
4. Assign 04: Reading Promotion (3.1, 4.3)
5. Assign 05: Planning Sheet Part A
6. Assign 06: Planning Sheet Part B
7. Assign 07: DAR reflections for 5 ALA/AASL standard components

COURSE ASSIGNMENTS IN ORDER BY ALA/AASL STANDARD COMPONENTS

COURSE ASSIGNMENTS TO MEET STANDARD 1

SLM 502 ORGANIZATION & ACCESS
Assign 01: Access Design (**1.4**, 4.1)

SLM 505 INFORMATION SERVICES
Assign 04: Reference Website (**1.4**, 3.1, 3.3, 4.1, 4.2, 5.4)

SLM 506 COLLECTION DEVELOPMENT
Assign 01: School Analysis and Curriculum Chart (**1.3, 1.4**, 4.3, 5.2)

SLM 509 INSTRUCTIONAL COLLABORATION
Assign 02: Implementation Plan to Impact Growth (**1.1, 1.2, 1.3, 1.4**)
Assign 03: Collaborative Unit (**1.1, 1.2, 1.3**, 2.1, 2.2, 2.4, 5.2)
Assign 04: Collaborative Lesson (**1.1, 1.2, 1.3, 1.4**, 2.1, 2.2, 2.4)

SLM 552 PRACTICUM
Assign 01: School Analysis Infographic (**1.1, 1.2, 1.3, 1.4**, 4.3)
Assign 03: Collaborative Lesson (**1.1, 1.2, 1.3, 1.4**, 2.1, 2.2, 2.4)
Assign 07: DAR reflections for 5 ALA/AASL standard components (**1**, 2, 3, 4, 5)

COURSE ASSIGNMENTS TO MEET STANDARD 2

SLM 508 LEARNING TECHNOLOGIES
Assign 01: Teaching Information Literacy (**2.1, 2.2, 2.3, 2.4**, 3.2, 3.3, 5.1)
Assign 02: Selecting and Using Digital Apps (**2.1**, 3.2, 3.3, 4.2, 5.1)
Assign 03: Teaching Digital Citizenship (**2.1, 2.2, 2.3, 2.4**, 3.3)

SLM 509 INSTRUCTIONAL COLLABORATION
Assign 01: Collaborative Leadership Plan (**2.1**, 4.3, 5.2)
Assign 03: Collaborative Unit (1.2, 1.2, 1.3, **2.1, 2.2, 2.4**, 5.2)
Assign 04: Collaborative Lesson (1.2, 1.2, 1.3, 1.4, **2.1, 2.2, 2.4**)

SLM 552 PRACTICUM
Assign 03: Collaborative Lesson (1.1, 1.2, 1.3, 1.4, **2.1, 2.2, 2.4**)
Assign 07: DAR reflections for 5 ALA/AASL standard components (1, **2**, 3, 4, 5)

COURSE ASSIGNMENTS TO MEET STANDARD 3

SLM 503 LITERATURE FOR CHILDREN

- Assign 01: Picture Books (**3.1**, 4.2, 4.3)
- Assign 02: Fiction (**3.1**, 4.2, 4.3)
- Assign 03: Nonfiction (**3.1**, 4.2, 4.3, **3.3A**)
- Assign 04: Final Bibliography (**3.1**, 4.2, 4.3, 5.4)

SLM 504 LITERATURE FOR YOUNG ADULTS

- Assign 01: Book Evaluations, Reading Guidance Web, and Freedom to Read (**3.1, 3.3**, 4.2, 5.4)
- Assign 02: Book Evaluations and Videos (**3.1, 3.3**, 4.2)
- Assign 03: Book Evaluations and Presentation for Supporting Readers' Rights (**3.1**, 4.2, 5.4)
- Assign 04: Book Evaluations and Reading Promotion Plan (**3.1**, 4.2, 5.2, 5.3)

SLM 505 INFORMATION SERVICES

- Assign 01: Reference Assessment and Database Curation (**3.2**, 4.1B, 4.2, 5.2)
- Assign 03: Research Guides and Database Instructions (**3.3**, 4.1B)
- Assign 04: Reference Website (1.4, **3.1, 3.2, 3.3**, 4.1, 4.2, 5.4)

SLM 508 LEARNING TECHNOLOGIES

- Assign 01: Teaching Information Literacy (2.1, 2.2, 2.3, 2.4, **3.3**, 5.1)
- Assign 02: Selecting and Using Digital Apps (2.1, **3.3**, 4.2, 5.1)
- Assign 03: Teaching Digital Citizenship (2.1, 2.2, 2.3, 2.4, **3.3**)
- Assign 04: Creating Your Personal Learning Network Site (**3.3**, 5.1, 5.2)

SLM 552 PRACTICUM IN SCHOOL LIBRARIANSHIP

- Assign 04: Reading Promotion (**3.1**, 4.3)
- Assign 07: DAR reflections for 5 ALA/AASL standard components (1, 2, **3**, 4, 5)

COURSE ASSIGNMENTS TO MEET STANDARD 4

SLM 502 ORGANIZATION & ACCESS
- Assign 01: Access Design (1.4, **4.1**)
- Assign 02: Dewey Numbers, LoC Subject Headings, and OPAC Instructions (**4.1**)
- Assign 03: MARC Records (**4.1**, 5.1)
- Assign 04: Policies and Procedures Website (**4.1, 4.2**, 5.3, 5.4)

SLM 503 LITERATURE FOR CHILDREN
- Assign 01: Picture Books (3.1, **4.2, 4.3**)
- Assign 02: Fiction (3.1, **4.2, 4.3**)
- Assign 03: Nonfiction (3.1, **4.2, 4.3**, 3.3A)
- Assign 04: Final Bibliography (3.1, **4.2, 4.3**, 5.4)

SLM 504 LITERATURE FOR YOUNG ADULTS
- Assign 01: Book Evaluations, Reading Guidance Web, and Freedom to Read (3.1, 3.3, **4.2**, 5.4)
- Assign 02: Book Evaluations and Videos (3.1, 3.3, **4.2**)
- Assign 03: Book Evaluations and Presentation for Supporting Readers' Rights (3.1, **4.2**, 5.4)
- Assign 04: Book Evaluations and Reading Promotion Plan (3.1, **4.2**, 5.2, 5.3)

SLM 505 INFORMATION SERVICES
- Assign 01: Reference Assessment and Database Curation (3.2, **4.1B, 4.2**, 5.2)
- Assign 02: Research Websites and Databases (**4.2**)
- Assign 03: Research Guides and Database Instructions (3.3, **4.1B**)
- Assign 04: Reference Website (1.4, 3.1, 3.3, **4.1, 4.2**, 5.4)

SLM 506 COLLECTION DEVELOPMENT
- Assign 01: School Analysis and Curriculum Chart (1.3, 1.4, **4.3**, 5.2)
- Assign 02: Selection Sources (**4.2**)
- Assign 03: Collection Evaluation (**4.2, 4.3**, 5.2)
- Assign 04: Materials Order (**4.2**, 4.3, 5.2)

SLM 509 INSTRUCTIONAL COLLABORATION
- Assign 01: Collaborative Leadership Plan (2.1, **4.3**, 5.2)

SLM 541 SCHOOL LIBRARY ACTION RESEARCH
- Assign 02: Refining the Project (**4.3**)
- Assign 03: Data Collection Tools (**4.3**)
- Assign 04: Multimedia Presentation (**4.3**, 5.2)

SLM 552 PRACTICUM IN SCHOOL LIBRARIANSHIP
- Assign 01: School Analysis Infographic (1.1, 1.2, 1.3, 1.4, **4.3**)
- Assign 02: School Library Assessment and Plan (**4.3**, 5.3, 5.4)
- Assign 04: Reading Promotion (3.1, **4.3**)
- Assign 07: DAR reflections for 5 ALA/AASL standard components (1, 2, 3, **4**, 5)

COURSE ASSIGNMENTS TO MEET STANDARD 5

SLM 501 SCHOOL LIBRARY LEADERSHIP
- Assign 01: Leadership Analysis and Plan (**5.1, 5.2**)
- Assign 02: Library Assessment and Action Plan (**5.1**)
- Assign 03: Advocacy Plan (**5.3**)
- Assign 04: Library Website (**5.1, 5.2, 5.3, 5.4**)

SLM 502 ORGANIZATION & ACCESS
- Assign 03: MARC Records (4.1, **5.1**)
- Assign 04: Policies and Procedures Website (4.1, 4.2, **5.3, 5.4**)

SLM 503 LITERATURE FOR CHILDREN
- Assign 04: Final Bibliography (3.1, 4.2, 4.3, **5.4**)

SLM 504 LITERATURE FOR YOUNG ADULTS
- Assign 01: Book Evaluations, Reading Guidance Web, and Freedom to Read (3.1, 3.3, 4.2, **5.4**)
- Assign 03: Book Evaluations and Presentation for Supporting Readers' Rights (3.1, 4.2, **5.4**)
- Assign 04: Book Evaluations and Reading Promotion Plan (3.1, 4.2, **5.2, 5.3**)

SLM 505 INFORMATION SERVICES
- Assign 01: Reference Assessment and Database Curation (3.2, 4.1B, 4.2, **5.2**)
- Assign 04: Reference Website (1.4, 3.1, 3.3, 4.1, 4.2, **5.4**)

SLM 506 COLLECTION DEVELOPMENT
- Assign 01: School Analysis and Curriculum Chart (1.3, 1.4, 4.3, **5.2**)
- Assign 02: Selection Sources (4.2)
- Assign 03: Collection Evaluation (4.2, 4.3, **5.2**)
- Assign 04: Materials Order (4.2, **5.2**)

SLM 508 LEARNING TECHNOLOGIES
- Assign 01: Teaching Information Literacy (2.1, 2.2, 2.3, 2.4, 3.3, **5.1**)
- Assign 02: Selecting and Using Digital Apps (2.1, 3.3, 4.2, **5.1**)
- Assign 04: Creating Your Personal Learning Network Site (3.3, 5.1, **5.2**)

SLM 509 INSTRUCTIONAL COLLABORATION
- Assign 01: Collaborative Leadership Plan (2.1, 4.3, **5.2**)
- Assign 03: Collaborative Unit (1.2, 1.2, 1.3, 2.1, 2.2, 2.4, **5.2**)

SLM 541 SCHOOL LIBRARY ACTION RESEARCH
- Assign 01: Interview, Topic, and Literature Review (**5.2**)
- Assign 04: Multimedia Presentation (4.3, **5.2**)

SLM 552 PRACTICUM IN SCHOOL LIBRARIANSHIP
- Assign 02: School Library Assessment and Plan (4.3, **5.3, 5.4**)
- Assign 07: DAR reflections for 5 ALA/AASL standard components (1, 2, 3, 4, **5**)

6-23-2022 mk

Assignments by Course with 2019 AASL School Librarian Preparation Standards and Components

SLM 501 SCHOOL LIBRARY LEADERSHIP

1. Assign 01: Leadership Analysis and Plan (5.1, 5.2)
2. Assign 02: Library Assessment and Action Plan (5.1)
3. Assign 03: Advocacy Plan (5.3)
4. Assign 04: Library Website (5.1, 5.2, 5.3, 5.4)

SLM 502 ORGANIZATION & ACCESS

1. Assign 01: Access Design (1.4, 4.1)
2. Assign 02: Dewey Numbers, LoC Subject Headings, and OPAC Instructions (4.1)
3. Assign 03: MARC Records (4.1, 5.1)
4. Assign 04: Policies and Procedures Website (4.1, 4.2, 5.3, 5.4)

SLM 503 LITERATURE FOR CHILDREN

1. Assign 01: Picture Books (3.1, 4.2, 4.3)
2. Assign 02: Fiction (3.1, 4.2, 4.3)
3. Assign 03: Nonfiction (3.1, 4.2, 4.3, 3.3A)
4. Assign 04: Final Bibliography (3.1, 4.2, 4.3, 5.4)

SLM 504 LITERATURE FOR YOUNG ADULTS

1. Assign 01: Book Evaluations, Reading Guidance Web, and Freedom to Read Statement (3.1, 3.3, 4.2, 5.4)
2. Assign 02: Book Evaluations and Videos (3.1, 3.3, 4.2)
3. Assign 03: Book Evaluations and Presentation for Supporting Readers' Rights (3.1, 4.2, 5.4)
4. Assign 04: Book Evaluations and Reading Promotion Plan (3.1, 4.2, 5.2, 5.3)

SLM 505 INFORMATION SERVICES

1. Assign 01: Reference Assessment and Database Curation (3.2, 4.1B, 4.2, 5.2)
2. Assign 02: Research Websites and Databases (4.2)
3. Assign 03: Research Guides and Database Instructions (3.3, 4.1B)
4. Assign 04: Reference Website (1.4, 3.1, 3.3, 4.1, 4.2, 5.4)

SLM 506 COLLECTION DEVELOPMENT

1. Assign 01: School Analysis and Curriculum Chart (1.3, 1.4, 4.3, 5.2)
2. Assign 02: Selection Sources (4.2)
3. Assign 03: Collection Evaluation (4.2, 4.3, 5.2)
4. Assign 04: Materials Order (4.2, 4.3, 5.2)

SLM 508 LEARNING TECHNOLOGIES

1. Assign 01: Teaching Information Literacy (2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 5.1)
2. Assign 02: Selecting and Using Digital Apps (2.1, 3.2, 3.3, 4.2, 5.1)
3. Assign 03: Teaching Digital Citizenship (2.1, 2.2, 2.3, 2.4, 3.3)
4. Assign 04: Creating Your Personal Learning Network Site (3.3, 5.1, 5.2)

SLM 509 INSTRUCTIONAL COLLABORATION

1. Assign 01: Collaborative Leadership Plan (2.1, 4.3, 5.2)
2. Assign 02: Implementation Plan to Impact Growth (1.1, 1.2, 1.3, 1.4)
3. Assign 03: Collaborative Unit (1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 5.2)
4. Assign 04: Collaborative Lesson (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4)

SLM 541 SCHOOL LIBRARY ACTION RESEARCH

1. Assign 01: Interview, Topic, and Literature Review (5.2)
2. Assign 02: Refining the Project (4.3)
3. Assign 03: Data Collection Tools (4.3)
4. Assign 04: Multimedia Presentation (4.3, 5.2)

SLM 550 PROFESSIONAL PORTFOLIO

1. Assign 01: Standard 1 The Learner and Learning
2. Assign 02: Standard 2 Planning for Instruction & Standard 3 Knowledge and Application of Content
3. Assign 03: Standard 4 Advocacy and Leadership & Standard 5 Program Management and Administration
4. Assign 04: Final Portfolio

SLM 552 PRACTICUM IN SCHOOL LIBRARIANSHIP

1. Assign 01: School Analysis Infographic (1.1, 1.2, 1.3, 1.4, 4.3)
2. Assign 02: School Library Assessment and Plan (4.3, 5.3, 5.4)
3. Assign 03: Collaborative Lesson (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4)
4. Assign 04: Reading Promotion (3.1, 4.3)
5. Assign 05: Planning Sheet Part A
6. Assign 06: Planning Sheet Part B
7. Assign 07: DAR reflections for 5 ALA/AASL standard component

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ALA/AASL/CAEP School Librarian Preparation Standards (2019)

Standards and Components at a Glance

STANDARD 1: THE LEARNER AND LEARNING

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

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

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

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

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

STANDARD 2: PLANNING FOR INSTRUCTION

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

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

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

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

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

STANDARD 3: KNOWLEDGE AND APPLICATION OF CONTENT

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

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

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

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

STANDARD 4: ORGANIZATION AND ACCESS

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

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

4.2 Information Resources. Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.

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

STANDARD 5: LEADERSHIP, ADVOCACY, AND PROFESSIONAL RESPONSIBILITY

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

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

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

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

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