**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Educator ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Add Endorsement  Course Audit**

**Transcript Review Worksheet**

**Endorsement #61: School Librarian**

**Instructional Level: Grades PK - 12**

*The holder is authorized to provide library media services and instruction in grades PK-12*

**In order to qualify for this endorsement, the candidate shall demonstrate the following:**

| **Content**  **Topic** | **College/**  **University** | **Course Name &**  **Number** | **# of Credits** | **How did this course meet this competency?** |
| --- | --- | --- | --- | --- |
| 1. Teaching for Learning: School librarians promote dynamic and innovative curriculum and pedagogy. | | | | |
| 1.1. Knowledge of learners and learning | | | | |
| 1.1.1. Possess knowledge of learning styles, stages of human growth and development, and cultural influences on learning |  |  |  |  |
| 1.1.2. Assess learner needs and design instruction that reflects evidence-based practices |  |  |  |  |
| 1.1.3. Support the learning of all members of the learning community, including those with diverse learning styles and special physical and intellectual needs |  |  |  |  |
| 1.1.4. Demonstrate cultural competence as they personalize learning and help all students move towards proficiency |  |  |  |  |
| 1.2. Effective and knowledgeable teacher | | | | |
| 1.2.1. Use best practices to design and implement quality instruction that engages all learners |  |  |  |  |
| 1.2.2. Use a variety of instructional strategies and assessment tools to design and develop authentic learning experiences and assessments in partnership with classroom teachers and other educators |  |  |  |  |
| 1.2.3. Document and communicate the impact of collaborative instruction on student achievement |  |  |  |  |
| 1.3. Instructional partner | | | | |
| 1.3.1. Model, share, and promote effective principles of teaching and learning as collaborative partners with other educators |  |  |  |  |
| 1.3.2. Participate in curriculum development, engage in the school improvement processes, and design professional learning opportunities. |  |  |  |  |
| 1.4. Integration of learning standards and transferrable skills | | | | |
| 1.4.1. Collaborate with other teachers to plan and implement instruction of the current AASL standards, transferrable skills, and state student curriculum standards |  |  |  |  |
| 1.4.2. Employ strategies to integrate multiple literacies with content curriculum |  |  |  |  |
| 1.4.3. Integrate the use of technologies for effective and creative teaching and to support students inquiry and evaluation of their learning |  |  |  |  |
| 2. Literacy and Reading  School Librarians promote literacy and reading for all students through modeling and knowledge. | | | | |
| 2.1. Literature--Demonstrate a deep knowledge of a wide range of children’s, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, reading for critical thinking, and reading for lifelong learning |  |  |  |  |
| 2.2. Personal Reading and Engagement--Employ a variety of strategies to encourage engagement with literature in and out of school in order to develop habits of creative expression, critical thinking, and lifelong learning |  |  |  |  |
| 2.3. Respect for Diversity--Demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of all students and their communities |  |  |  |  |
| 2.4. Literacy Strategies--Collaborate with classroom teachers to reinforce a wide variety of instructional reading strategies to help students create meaning from text |  |  |  |  |
| 3. Information and Knowledge  School Librarians curate physical, digital, and virtual collections that promote ethical and equitable access to knowledge and information. | | | | |
| 3.1. Behaviors of efficient and ethical information-seeking, evaluation, and use | | | | |
| 3.1.1. Identify and provide support for the diverse information needs of students |  |  |  |  |
| 3.1.2. Model multiple strategies for students, teachers, and administrators to inquire, evaluate, select, synthesize, and ethically use appropriate information |  |  |  |  |
| 3.1.3. Collaborate with students, teachers, and administrators to efficiently access, interpret, and communicate information |  |  |  |  |
| 3.2. Access to information | | | | |
| 3.2.1. Support flexible, open access for library services |  |  |  |  |
| 3.2.2. Develop solutions for addressing physical, social, and intellectual barriers to equitable access to resources and services |  |  |  |  |
| 3.2.3. Facilitate access to information in multiple formats |  |  |  |  |
| 3.2.4. Model and communicate professional principles including intellectual freedom, intellectual ownership, privacy, and the legal and ethical codes of the profession |  |  |  |  |
| 3.3. Information technology | | | | |
| 3.3.1. Demonstrate ability to design and adapt curricula that engage students in authentic, relevant, and personalized learning experiences through the use of digital tools and resources |  |  |  |  |
| 3.3.2. Model and facilitate the effective use of tools to locate, analyze, evaluate, use, and reflect on information resources to support research, learning, creation, and communication in a digital society |  |  |  |  |
| 4. Advocacy and Leadership  School Librarians advocate for dynamic school library programs and positive learning environments that focus on student learning. | | | | |
| 4.1. Networking | | | | |
| 4.1.1. Establish connections with other libraries |  |  |  |  |
| 4.1.2. Cooperate with library colleagues to facilitate access to information |  |  |  |  |
| 4.2. Professional learning | | | | |
| 4.2.1. Participate in professional growth and leadership opportunities |  |  |  |  |
| 4.2.2. Maintain active membership in professional associations |  |  |  |  |
| 4.2.3. Seek knowledge of relevant and current professional practices and emergent technologies |  |  |  |  |
| 4.3. Leadership | | | | |
| 4.3.1. Communicate the role and relationship of the school library program’s impact on student learning |  |  |  |  |
| 4.3.2. Communicate ways in which the library program can enhance school improvement efforts |  |  |  |  |
| 4.4. Advocacy | | | | |
| 4.4.1. Advocate for the school library program to stakeholders within and outside the school community |  |  |  |  |
| 4.4.2. Define and promote the role of the school librarian to allow teachers and administrators to take full advantage of the knowledge and skills librarians bring to the school |  |  |  |  |
| 5. Program Management and Administration  School Librarians develop, manage, advocate for, and administer high quality library programs. | | | | |
| 5.1. Collections | | | | |
| 5.1.1. Evaluate and select resources to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators |  |  |  |  |
| 5.1.2. Organize and curate school library collections to serve their users |  |  |  |  |
| 5.2. Professional Ethics | | | | |
| 5.2.1. Practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility |  |  |  |  |
| 5.2.2. Educate the school community on the ethical use of information and ideas. |  |  |  |  |
| 5.3. Personnel, Funding, and Facilities | | | | |
| 5.3.1. Apply best practices related to planning, budgeting, and evaluating human, information, physical, and virtual resources |  |  |  |  |
| 5.3.2. Design and organize library learning spaces to enhance the use of information resources and services and to ensure equitable access for all users |  |  |  |  |
| 5.3.3. Develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries |  |  |  |  |
| 5.4. Strategic Planning and Assessment | | | | |
| 5.4.1. Communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission |  |  |  |  |
| 5.4.2. Make effective use of data and information to evaluate and reflect on how the library program addresses the needs of their diverse communities. |  |  |  |  |
| **Additional Requirements:** |  |  |  |  |
| A minimum of 18 credits in library and information science. (**Please attach the degree equivalency worksheet if needed)** |  |  |  |  |
| A practicum, or the equivalent, in school library media services and instruction that addresses **both** the elementary and secondary level(s). |  |  |  |  |
| **Please note educators who wish to add any additional endorsement will need to provide documentation of having met the Core Teaching Standards with general education coursework AND the required 13 consecutive weeks of Student Teaching or an equivalent experience.** | | | | |