

ALA/AASL Standards for Initial Preparation of School Librarians (2010)

Approved by Specialty Areas Studies Board (SASB) of the National Council for Accreditation of Teacher Education (NCATE), October 24, 2010

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improvement processes, and of offering professional development to other educators as it relates to library and information use.

1.4 Integration of twenty-first century skills and learning standards

Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL *Standards for the 21st-Century Learner* and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.

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.

Elements

2.1 Literature

Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

2.3 Respect for diversity

Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse

Standard 2 Rubric

Unacceptable

Assessments provide little or no evidence that candidates are able to:

- Promote or support reading through the use of literature;
- Direct reading instruction or collection development that meets the needs of all readers.

Acceptable

At least one assessment provides evidence that candidates are able to:

- Promote reading through a wide range of reading materials in multiple formats for both children and young adults that encourage reading for information, pleasure and life-long learning;
- Collaborate with other educators to reinforce classroom reading instruction through the use of a variety of reading strategies that enhance P-12 students' ability to create meaning from text;
- Develop a collection of reading resources that promotes reading for enjoyment and meets the diverse information needs and interests of all readers.

Target

Multiple assessments provide evidence that candidates are able to:

- Promote reading for children, young adults and other education professionals through the use of high-quality and high-interest literature in print and digital formats that reflect the diverse developmental, cultural, social and linguistic needs of their P-12 students and communities;
- Use authentic and engaging instructional strategies that reinforce classroom reading instruction in support of lifelong learning and to build an appreciation for literature in support of personal and creative pursuits of P-12 students and other members of the school community.

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.

Elements

3.1 Efficient and ethical information-seeking behavior

Candidates identify and provide support for diverse student information needs.

Standard 3 Rubric

Unacceptable

Assessments provide little or no evidence that candidates are able to:

- Design services or instruction that supports equitable access to information in an efficient and ethical manner by P-12 students and other members of their school and community.

Acceptable

At least one assessment provides evidence that candidates are able to:

- Implement flexible and equitable access to print and digital information resources by diverse members of the school community by reducing barriers to resources and services;
- Collaborate with other educators to design and deliver instruction that enhances P-12 students' ability to ethically and efficiently access, evaluate and use information;
- Integrate current and emerging technologies into instruction in support of inquiry, learning, creating and communicating information in a digital society;
- Use evidence-based practice methods to collect, interpret and use data from research to improve practice in school libraries.

Target

Multiple assessments provide evidence that candidates are able to:

- Ensure open and equitable access to information by collaborating with all members of the school community to develop
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Standard 4: Advocacy and Leadership

