MIDDLE TENNESSEE STATE UNIVERSITY

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

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3-MED-ADSU-LIBS-NCATEDOCS-2016AUG

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0001-1-NCATE-ALA-AASL-ALIGNED - M.ED. ADSU / LIBRARY SCIENCE ALIGNMENT OF NATIONAL STANDARDS WITH NCATE STANDARDS

VISION

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

AASL	NCATE	ALA COMPETENCIES
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.	**STANDARD 1** Candidates for other professional Candidates for other professional school roles have an adequate school roles are able to create understanding of the knowledge positive environments for student learning expected in their fields and Delineated in professional, state, and institutional standards. They understand and build upon	
1.1a Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.	**1f.a** the developmental levels of students with whom they work;	**7C** Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
1.1b Candidates assess learner needs and design instruction that reflects educational best practice.	**1e.a** know their students, families, and communities;	**5C** The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
3.1a Candidates identify and provide support for diverse student information needs	**1f.b** the diversity of students, families, and communities;	**5F** The principles of assessment and response to diversity in user needs, user communities, and user preferences.

1.1c Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.		**1f.b** the diversity of students, families, and communities;	**5F** The principles of assessment and response to diversity in user needs, user communities, and user preferences.
1.1d Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.	**1e.c** use technology in their practices; and support student learning through their professional services.		**5B** Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups
3.2d Candidates model and communicate the legal and ethical codes of the profession.	**1g** Dispositions : Candidates are familiar with the professional dispositions		**1A** The ethics, values and foundational principles of the library and information profession
3.4a Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.	**1e.b** use data and current research to inform their practices;		**1I** The techniques used to analyze complex problems and create appropriate solutions.
5.2a Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility.	**1g** Dispositions : Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.		**1F** National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
			1A The ethics, values and foundational principles of the library and information profession

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Standard One assessment plan (2016)

The Library Science program does not have a prescribed order of classes. By choosing assessments in classes that are taught in each semester, the program coordinator can monitor the students as they move through the program.

The following assessments are designated as key assessments for the degree. STANDARD 1 IS ASSESSED WITH THE HIGHLIGHTED ASSESSMENTS.

COURSE / ASSESSMENT	INITIAL	MID	END	TK20 RUBRIC?	SEMESTER	REPORTED TO
DISPOSITIONS	X	X	X	X	ALL SEMESTERS	PROGRAM COORD
PRAXIS II LIBRARIAN			X	X	LAST SEMESTER	PROGRAM COORD AND INSTRUCTOR
ePortfolio / Comprehensive Exam		X	X	X	ALL SEMESTERS	PROGRAM COORD
FOED 6610 ANALYSIS AND APPLICATION OF ED RESEARCH -- LITERATURE REVIEW		X		X	FALL / SPRING	PROGRAM COORD AND INSTRUCTOR
LIBS 6110 SCHOOL LIBRARY ADMINISTRATION – JOIN ALA AND PARTICIPATE IN LM-NET	X			X	FALL	PROGRAM COORD AND INSTRUCTOR
LIBS 6110 SCHOOL LIBRARY ADMINISTRATION – COLLECTION STUDY		X				PROGRAM COORD AND INSTRUCTOR
LIBS 6170 REFERENCE -- WEB BASED PATHFINDERS		X		X	SUMMER	PROGRAM COORD AND INSTRUCTOR
LIBS 6311 MATERIALS FOR LITERACY YOUNG ADULTS AND ADULTS --		X		X	SUMMER	PROGRAM COORD AND INSTRUCTOR

COURSE / ASSESSMENT	INITIAL	MID	END	TK20 RUBRIC?	SEMESTER	REPORTED TO
CENSORSHIP STUDY						
LIBS 6550 SUPERVISED FIELD EXPERIENCE – LESSON PLANS		X	X	X	ALL SEMESTERS	PROGRAM COORD AND INSTRUCTOR
LIBS 6550 SUPERVISED FIELD EXPERIENCE -- PHILOSOPHY OF LIBRARIANSHIP			X	X	ALL SEMESTERS	PROGRAM COORD AND INSTRUCTOR
SPSE 6550 SUPERVISED FIELD EXPERIENCE -- FACULTY AND PARENT INTERVIEWS		X		X	ALL SEMESTERS	PROGRAM COORD AND INSTRUCTOR
LIBS 6000 ROLE OF LIBRARY	X			X	SPRING	PROGRAM COORD AND INSTRUCTOR

DATA COLLECTED BY INSTRUCTORS IN TK20

ASSESSMENT OF DATA BY PROGRAM COORDINATOR

PLAN OF ACTION FOR FAILING PERFORMANCES—PROGRAM COORDINATOR

At end of each semester, the data for that semester is examined for significance. Assessment, course or program revisions will be made and implemented before the assessment is used again.

2 assessments failed:

Students who have failed to produce Acceptable scores on 2 of the assessments will be contacted by the program coordinator. A plan of remediation will be constructed and the program coordinator or one of the instructors will follow the progress.

3 assessments failed:

The failure of a 3rd assessment will necessitate a second remediation plan in which a similar assessment is assigned.

No remediation possible after 3 assessments failed.

Note: failure of the Praxis II Librarian test is a State of Tennessee requirement for licensure. Students may obtain the degree without passing the Praxis, but cannot obtain licensure with a passing score.

REVISION PLANS FROM CONTINUOUS EVALUATION OF COURSE RESULTS

COURSE NUMBERS MAY BE THOSE USED BEFORE 2016

5160	2014 = no issues
	2015 = all students succeed
6311	2016 = no issues
6550	2014 = switch to edTPa in fall ; scores remain fine. 1 student out of group failed to do required work.
	2015 summer = Lesson plans revised to better detail edTPA instruction.
	2016 = spring = clarification of lesson plans due to student questions 2016 summer = no changes
6610	2014 = Revision to include more interpretative readings with emphasis on analysis of literature review portions as examples
	2015 = lower scores. Complete rewrite needed for lit review portion. Working on that all spring 2016; during spring 2016 instructor will do more prep work with students. Turning in portions for feedback before lit review due.
6060	2016 fall = tbd
6110	2015summer = Collection development assignment scores too low. Meeting with Mrs. Sanders on revision. Email questions from the time period of the assignment in 2013 and 2014 examined for clues as to failure points in instruction. Decide to revise lecture and revise assignment.
	Revise to offer detailed instruction.
	Assignments combined to offer 'big picture' and relationship between functions of collection development
	Midpoint of assignment timeframe, instructor will check learning.
	Revised for fall 2015
6105	2016 = complete revision of course to emphasize instruction and ESSA added
6170	2014 = Pathfinders lectures refined to offer better instruction. All updates made summer 2015
	2015 = instructor illness and retirement affected instruction; course will be revised for summer 2016
6015	2016 = switch to Libquides. Successful attainment of goals by all students.
COMP	2013 = add bank of questions to website; add LIBS 6999 Comprehensive Exam Preparation Course revised each time it is offered to address specific deficiencies in exam which was failed.

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0001-3-LICENSURE-POS

I AM SEEKING LICENSURE FOR SCHOOL LIBRARIAN — FALL 2016 PROJECTED

I DO NOT HAVE A MASTERS DEGREE (MAY OR MAY NOT BE LICENSURE-SEEKING)	I HAVE A MASTERS DEGREE AND I HAVE A TEACHING LICENSE (ADD ENDORSEMENT TO LICENSE)	I HAVE A MASTERS DEGREE (NON DEGREE SEEKING) AND I DON'T HAVE A TEACHING LICENSE	I DO NOT HAVE A MASTERS DEGREE AND I DON'T HAVE A TEACHING LICENSE
8 NOT LICENSURE 12 LICENSURE 22 LICENSURE IN MED / ADSU/LIBSCI	13	N.A. INITIAL	N.A. INITIAL
CORE COURSES (12 CREDITS)	CORE COURSES (6 CREDITS)	CORE COURSES (6 CREDITS)	CORE COURSES (12 CREDITS)
LIBS 6000 Librarianship LIBS 6020 Organizing Library Materials LIBS 6015 Reference Materials and Process LIBS 6060 Understanding Research for Evaluation in Libraries	LIBS 6020 Organizing Library Materials LIBS 6015 Reference Materials and Process	LIBS 6020 Organizing Library Materials LIBS 6015 Reference Materials and Process	LIBS 6000 Librarianship LIBS 6020 Organizing Library Materials LIBS 6015 Reference Materials and Process LIBS 6060 Understanding Research for Evaluation in Libraries
ADMINISTRATION COURSE (3 CREDITS)	ADMINISTRATION COURSE (3 CREDITS)	ADMINISTRATION COURSE (3 CREDITS)	ADMINISTRATION COURSE (3 CREDITS)
LIBS 6105 School Library Administration [school licensure] **OR** LIBS 6100 Management of Libraries	LIBS 6105 School Library Administration [school licensure]	LIBS 6105 School Library Administration [school licensure]	LIBS 6105 School Library Administration [school licensure]
CAPSTONE AND FIELD EXPERIENCE COURSES (9 CREDITS)	CAPSTONE AND FIELD EXPERIENCE COURSES (9 CREDITS)	CAPSTONE AND FIELD EXPERIENCE COURSES (12 CREDITS)	CAPSTONE AND FIELD EXPERIENCE COURSES (12 CREDITS)
LIBS 6900 Skills and Issues in the Library LIBS 6550 Supervised Field Experience in Libraries (take twice)	LIBS 6900 Skills and Issues in the Library LIBS 6550 Supervised Field Experience in Libraries (take twice)	LIBS 6900 Skills and Issues in the Library LIBS 6511 Directed student teaching in Libraries (9 credits)	LIBS 6900 Skills and Issues in the Library LIBS 6511 Directed Student Teaching in Libraries (9 credits)
ELECTIVES (9 CREDITS)	ELECTIVES (6 CREDITS)	ELECTIVES (6 CREDITS)	ELECTIVES (9 CREDITS)
LIBS 6340 Integration of Programs, Learning Theory, and Technology	LIBS 6000 Librarianship LIBS 6010 Collection Development and User Services	LIBS 6000 Librarianship LIBS 6010 Collection Development and User Services	LIBS 6340 Integration of Learning Theory, Programs, and Technology

LIBS 6310 Materials for the Literacy of Children [school licensure] LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure] LIBS 6320 Information Searching Strategies LIBS 6330 Digital Library Collections		LIBS 6340 Integration of Learning Theory, Programs, and Technology LIBS 6310 Materials for the Literacy of Children [school licensure] LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure] LIBS 6320 Information Searching Strategies LIBS 6330 Digital Library Collections	LIBS 6340 Integration of Learning Theory, Programs, and Technology LIBS 6310 Materials for the Literacy of Children [school licensure] LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure] LIBS 6320 Information Searching Strategies LIBS 6330 Digital Library Collections	LIBS 6310 Materials for the Literacy of Children [school licensure] LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure] LIBS 6320 Information Searching Strategies LIBS 6330 Digital Library Collections
I DO NOT HAVE A MASTERS DEGREE	I AM	I HAVE A MASTERS DEGREE AND I HAVE A TEACHING LICENSE (ENDORSEMENT TO LICENSE)	I HAVE A MASTERS DEGREE (NON DEGREE SEEKING) AND I DON'T HAVE A TEACHING LICENSE	I DO NOT HAVE A MASTERS DEGREE AND I DON'T HAVE A TEACHING LICENSE
—33 CREDITS = MED		–24 CREDITS	--27 CREDITS	—36 CREDITS

August 2016 M.Ed. ADSU /Library Science
Program: Master of Education. Administration and Supervision. Conc. Library Science.
Department Chair: Dr. Jim Huffman
Coordinator: Kathryn Boudreau-Henry
Current Number of Students Enrolled/Actively Pursuing Degree/Certificate/etc.: 53

Description: The M.Ed. ADSU/Library Science is completely online with no on-campus meetings. Students may add an endorsement to an existing license or seek initial licensure. Tennessee requires that library information specialist hold a Master's degree and pass the Praxis II Librarian test. It is a preK-12 license. The state standards are derived from the Association of American School Librarians (AASL) standards. Each course in the program is aligned to AASL standards as well as the College of Education Framework. The two required field experiences are major checkpoints. Field experiences occur at the mid-point and end of program, thereby allowing faculty to assess growth in student's attainment of objectives.
Key assessments are chosen based on the alignment and are revised when needed. Need is determined by examining student rubric scores, questions posed by students when the assessment is in progress, and developments in the profession.
The key assessments are:

Admission–1f., all transcripts for calculation of GPA and GRE/MAT score OR current teaching license (indicates Praxis II tests passed)
Mid program–1e., 1f., 1g. Selection assessment in Libs 6110 (now 6105)
Mid-End program–1e., 1f.,1g. Philosophy of Librarianship in Libs 6550
Mid-End program–1e., 1f., 1g. Lesson plans in Libs 6550
Continuous–1g. Dispositions
End of program–1e. Praxis II Librarian test
Program exit–1e., 1g. Comprehensive exam or Exit ePortfolio (post fall 2015)

Program Title / Degree	Course / Event associated with Assessment	Assessment Title (to identify file folder with all files)	1a. Content Knowledge for TC	1b. Pedagogical Content Knowledge & Skills for TC	1c. Professional and Pedagogical Knowledge & Skills for TC	1d. Student Learning for TC	1e. Knowledge & Skills for Osp	1f. Student Learning for Osp	1g. Expectations for Professional Dispositions
M.ED. ADSU / Library Science	Admission	BA/BS Transcript	NA	NA	NA	NA	82%	NA	82%
	Admission	Tn Teacher Lic	NA	NA	NA	NA	100%	NA	100%
	Libs 6110-6105	0100 Selection	NA	NA	NA	NA	84%	84%	84%

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	Libs 6550	0200 Philosophy of Librarianship	NA	NA	NA	NA	96%	98%	98%
	Libs 6550	0300 Lesson Plans	NA	NA	NA	NA	85%	85%	85%
	Continuous	0600 Dispositions	NA	NA	NA	NA	NA	NA	98%
	End of Program	0300 Lesson Plans	NA	NA	NA	NA	88%	89%	95%
	End of Program	0500 Praxis II Librarian test	NA	NA	NA	NA	96%	NA	NA
	Program Exit	0400 Comprehensive Exam	NA	NA	NA	NA	92%	NA	92%

Abbreviations:
TC= Teacher Candidate(s)
OSP=Other School Professional(s)

MED-ADSU-LIBSCI-PROGRAM-DATA-TABLE

0001-5-DATA-TABLE-MED-ADSU-LIBSCI

Program Title / Degree	Course / Event Associated with Assessment	Assessment Title (To Identify File Folder with All Files)	1a. Content Knowledge for Tc	1b. Pedagogical Content Knowledge & Skills for Tc	1c. Professional and Pedagogical Knowledge & Skills for Tc	1d. Student Learning for Tc
M.Ed. ADSU Library Science	Admission	Ba/Bs Transcript	NA	NA	NA	NA
M.Ed. ADSU Library Science	Admission	Tn Teacher Lic	NA	NA	NA	NA
M.Ed. ADSU Library Science	Libs 6110-6105	0100 Selection	NA	NA	NA	NA
M.Ed. ADSU Library Science	Libs 6550	0200 Philosophy of Librarianship	NA	NA	NA	NA
M.Ed. ADSU Library Science	Libs 6550	0300 Lesson Plans	NA	NA	NA	NA
M.Ed. ADSU Library Science	Libs 6110-6105	0600 Dispositions	NA	NA	NA	NA
M.Ed. ADSU Library Science	End of Program	0300 Lesson Plans	NA	NA	NA	NA
M.Ed. ADSU Library Science	End of Program	0500 Praxis II Librarian test	NA	NA	NA	NA
M.Ed. ADSU Library Science	Program Exit	0400 Comprehensive Exam	NA	NA	NA	NA

2013-2016

1e. Knowledge & Skills for Osp	1f. Student Learning for Osp	1g. Expectations for Professional Dispositions
82%	NA	82%
100%	NA	100%
84%	84%	84%
96%	98%	98%
85%	85%	85%
NA%	NA	98%
88%	89%	95%
96%	NA	NA
92%	NA	92%

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001-6-EXECUTIVE SUMMARY

One of the first things that faculty do in the Library Science program, is aligned with standards from NCATE, AASL, and the College Framework to the courses. Then assessments are constructed to fit the standards. It is of primary importance to all of the faculty, that students experience successful attainment of the standards. There are pre-service librarians and are not expected to attain the top level for every assessment. But any evaluation in the *Unacceptable* area, is taken as a failure of the student and, perhaps, the instruction or the instructor. That is why faculty continually scrutinize all aspects of their courses. The program coordinator collects syllabi, dispositions, and end-of-course results to see if any issues are present.

In the attainment of NCATE and AASL standards, the assessments chosen for this report indicate that students achieve acceptable rates of success. Refinement of assessments and alignment to standards is ongoing. Still, the faculty in the Library Science program feel that the granularity of the data is not sufficient to satisfy our expectations for the program. The faculty carefully construct the program to cover all of the AASL standards and NCATE standards, but, as noted in some of the Narratives of Change, the evaluation or evaluator may not fully reveal the weaknesses in a student. We continue to exam all assessments to find evidence that our students will be outstanding librarians.

As you read through the materials, we hope you will see a concerted effort to determine that a student is capable and suitable for the profession of working with young people and library communities.

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DOCUMENT 0100-SELECTION-MED-ADSU-LIBS INDEX

Folder 0100 Selection Contains:

0100-SELECTION-MED-ADSU-LIBS INDEX
0101-NCATE-STANDARD(S)-MET-WITH-0100-SELECTION-LIBS-6110-6105
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MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

DOCUMENT 0101 NCATE STANDARD(S) MET WITH 0100 SELECTION

1E HAVE AN ADEQUATE UNDERSTANDING OF PROFESSIONAL KNOWLEDGE

Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.

They

- know their students, families, and communities;
- use data and current research to inform their practices;
- use technology in their practices; and support student learning through their professional services.

1F STUDENT LEARNING FOR OTHER PROFESSIONALS

Candidates for other professional school roles are able to create positive environments for student learning.

They understand and build upon

- the developmental levels of students with whom they work;
- the diversity of students, families, and communities;

1G DISPOSITIONS

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.

AASL

1.1a Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.

1.1b Candidates assess learner needs and design instruction that reflects educational best practice.

1.1c Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.

1.1d Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

3.1a Candidates identify and provide support for diverse student information needs.

3.2 Access to information -Candidates facilitate access to information in print, non-print, and digital formats.

3.2 Access to information -Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

3.4a Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.

5.1 Collections -Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators.

COE DISPOSITIONS

Critical thinker

Values critical thinking
Accurately interprets evidence
Recognizes and evaluates alternative points of view
Draws warranted conclusions
Explains assumptions and reasons for conclusions
Follows where evidence and reasons lead
Distinguishes between relevant and irrelevant material

Selection, Acquisitions, Deselection Assignment

Disabled patrons ARE a part of the library community.• Your mission is to serve all patrons not just the ones who are easy to serve. You will need materials that explain and introduce these folks to the other students in the community.

Not only that, but do you have an insight into the community in which these students live? You need to!

You will also need to know how to provide access to the materials and services of the library.

The process used to complete Part 1-2 is the same for any selection activity that you do. Identify the needs and select items to fill those needs.

AASL

1.1a Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. 1.1b Candidates assess learner needs and design instruction that reflects educational best practice.
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COE DISPOSITIONS

- Accurately interprets evidence
- Recognizes and evaluates alternative points of view
- Draws warranted conclusions
- Explains assumptions and reasons for conclusions
- Follows where evidence and reasons lead

- Distinguishes between relevant and irrelevant material
- Is aware of and uses professional literature
- Completes assigned tasks on schedule
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So how do you complete this assignment?

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Part 2 Selection DROP BOX

Part 3 Acquisitions DROP BOX

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Part 4 Deselection DROP BOX

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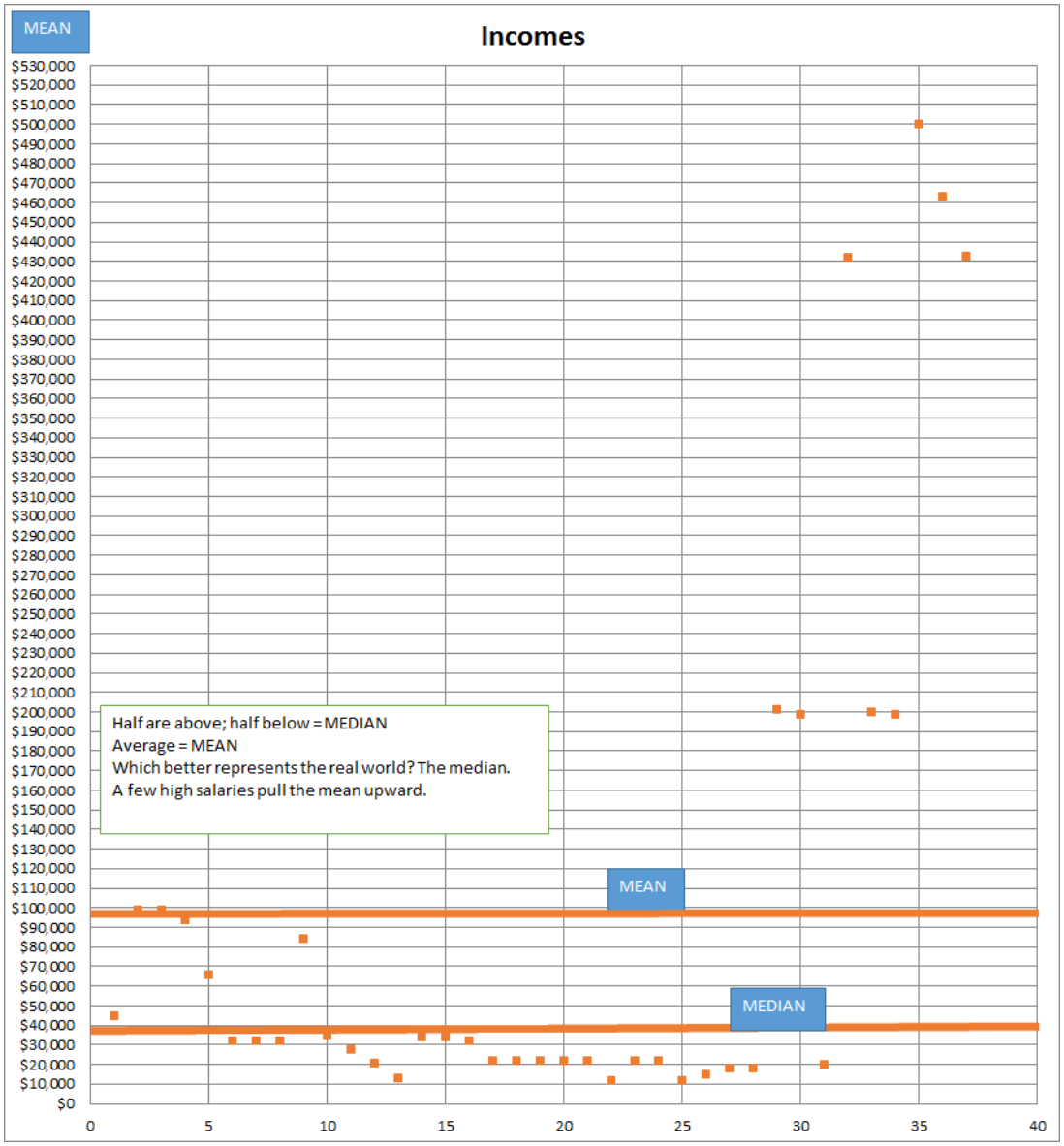
• Maui, Hawaii • Grades PreK-5 • 845 students • Urban area of city with 100K population • 14 other elementary schools • Jones has 1 principal and 2 assistant principals • There are 42 teachers and 6 other areas with highly qualified teachers = 48 teachers	• $97,375 gross income • Median income is $32,000 standard deviation is 135 • 4 family members in household • 32% are single parent households • Unemployment rate of 11% area • All of the free lunch students have an older sibling in the school	• Free lunch = 44% • Autism= 4 students • Students with IEP = 233 students • Auditory problems = 19 students • Sight problems = 32 students • Wheelchair users = 120 students • Gifted = 77 students • ESL = 298 students • Migrant = 23 students



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Add others if needed

- Physically challenged
- Mentally challenged
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- Language challenged
- Economically challenged
- Migrant Population

ASSIGNMENT 6 PART 1
First—Analyze the population!

CHARTS, GRAPHS, SHOULD BE USED SINCE THERE IS DATA THAT CAN BE ANALYZED

You may use Wikispaces, LiveBinder, Google Sites, or VoiceThread to present the analysis.
Since you must submit in a website, you should create the answers in Word with the files of graphic, charts included. You can then copy and paste portions to your website (which is what all of these tools are).

Submitted on your presentation space

Submit URL of your site in drop box under Assignment 6 : Analysis of Special Needs

- Tell me what your thinking is on serving this population
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  - Space / facility needs (Use ADA guidelines to identify)
  - Scheduling needs
  - Work materials
  - 'translation' materials – language and text
  - Which of the factors in the description can you ignore? Identify and explain why each is not important.
  - Identify other information that you need but do not have in the description. Tell me why you would like this information. (*None* is an acceptable answer if explained well.)
  - There should be a substantial list of resources to show evidence that you understand the population studied. Any source included in the reference list must be cited in the paper! That's an APA rule.
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What do you need to do this:

- Your selection policy,
- Use the policy that is on the D2L site, Hawaii Selection Policy
- What your collection has now,
- use the collection map on the D2L website—Jones Library CM
- Context….**use your analysis and the school description to make decisions about what you need to include in the list**

Now, let's create a Selection list of items for and about this population

ASSIGNMENT 6 PART 2
Selection

You have $**875** to buy a collection of materials that focus on disabilities.

Create a selection list using Excel spreadsheet to order

- Divide your list by these 3 categories:
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Write a reflection on the process of finding these items.

Process – list of steps that you undertook to prepare to create the list and what you did to create the list

What did you learn about the students, families, community? How did those findings influence your choices of materials?

Staying in budget—hard or easy?

How you made a decision on quality when you do not have the item in hand

What was your learning curve with Excel?

List the Selection aids used

Selecting titles

Every collection reflects the users not the librarian. Know your users then select your materials.
Of course a librarian includes the teachers as users so you support the curriculum. You need to know about all of the stakeholders. How the students learn, developmental psych, parents, administration needs, teachers, and curriculum. This assignment focuses on students and their families.

Obviously, you do not want anything too "sappy". You want materials for the reading levels of your users.

You are looking for items that have received good reviews.

You do not usually buy materials **by looking at the actual materials**; rather you use ***SELECTION AIDS*** to buy them.

Use at least 1 item from each of the following **categories** to find titles

1--Amazon.com

2--Professional journals such as Horn Book, Horn Book Guide, SLJ, Booklist, etc.

Online sites or full access through Walker Library

3--WorldCat (www.worldat.org)

OR

CLCD (Children's Literature Comprehensive Database)

Through Walker Library online databases A-Z ONLY

4--Specialty Guides such as A to Zoo : Subject Access To Children's Picture Books (Subject heading: Children's literature Bibliography) or Children's Core Collection

Only on shelf at Walker

No list of resources is needed because the citations are included in your list.

Do not use APA for this list; follow the model.

Model of Spreadsheet Order

This is an Excel workbook with one worksheet

The Total is computed by Excel (create formula)

Only **two titles** are included on this example; your sheet will include all of the required number of titles needed to spend the money

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Au/Title/Date	Publisher	ISBN	Price	Review Source-Title, Date, page of review or URL,	Category of Source (1-4)
Smith, Joan. What Do We Do Next? 1999	HarperCollins	0-1254-25588	$15.95	Summary in Amazon.com original Summary date is July 1, 1999, p. 66.	1
Humpluey, Elephant. The Last Time I Looked at My Trunk. 2006	Simon & Schuster	0-1234-56789	$13.55	Hom Book Guide June 2006 p. 345	

Materials for *Adults* about special needs					
Au/Title/Date	Publisher	ISBN	Price	Review Source-Title, Date, page of review	1

Multimedia Materials					
Au/Title/Date	Publisher	ISBN	Price	Review Source-Title, Date, page of review	

Total of order costs **$29.50**

ASSIGNMENT 6 PART 3
Acquisitions

Now that you have selected your items, you need to 'acquire' them

The process is **acquisitions**

Ingram Book Company
Antioch, Tennessee

- Go to Ingram's site
- Do this:

1. Describe what Ingram offers to be your supplier for these items. That is, how would Ingram work with you to acquire the materials that you need.
   - Is Ingram able to process the items you order (catalog records, covering, labeling, spine labels, etc.)
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   - Compare them to Ingram

URL for Ingram

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ASSIGNMENT 6 PART 4

Deselection (Weeding) Assignment

Items wear out, age out, become damaged, or are never used. These have to retire to some other spot on the planet.

Visit any local library

- Browse through the materials in the following DDC areas:
  - 363-372,
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- Choose **3** books from EACH section that you would withdraw.

Class #	Title	Why you want to withdraw?	How many other items in the library are on this topic? ***	Will you replace this book with another book on the same topic? Why or why not?
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Submit the tables in TK20

Fill out a table for EACH class section (submit 4 tables) You can create all of the tables in one document

***Make a rough count of how many items are in the DDC section numbers.
But are these the only items in the library on the topic???
Remember, DDC classifies by discipline, not topic. **Other items on the topic may be in other DDC classes. You may want to check the catalog by a subject or keyword search to see.**

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Selection, Acquisitions, Deselection Assignment

Disabled patrons ARE a part of the library community.• Your mission is to serve all patrons not just the ones who are easy to serve. You will need materials that explain and introduce these folks to the other students in the community.

Not only that, but do you have an insight into the community in which these students live? You need to!

You will also need to know how to provide access to the materials and services of the library.

The process used to complete Part 1-2 is the same for any selection activity that you do. Identify the needs and select items to fill those needs.

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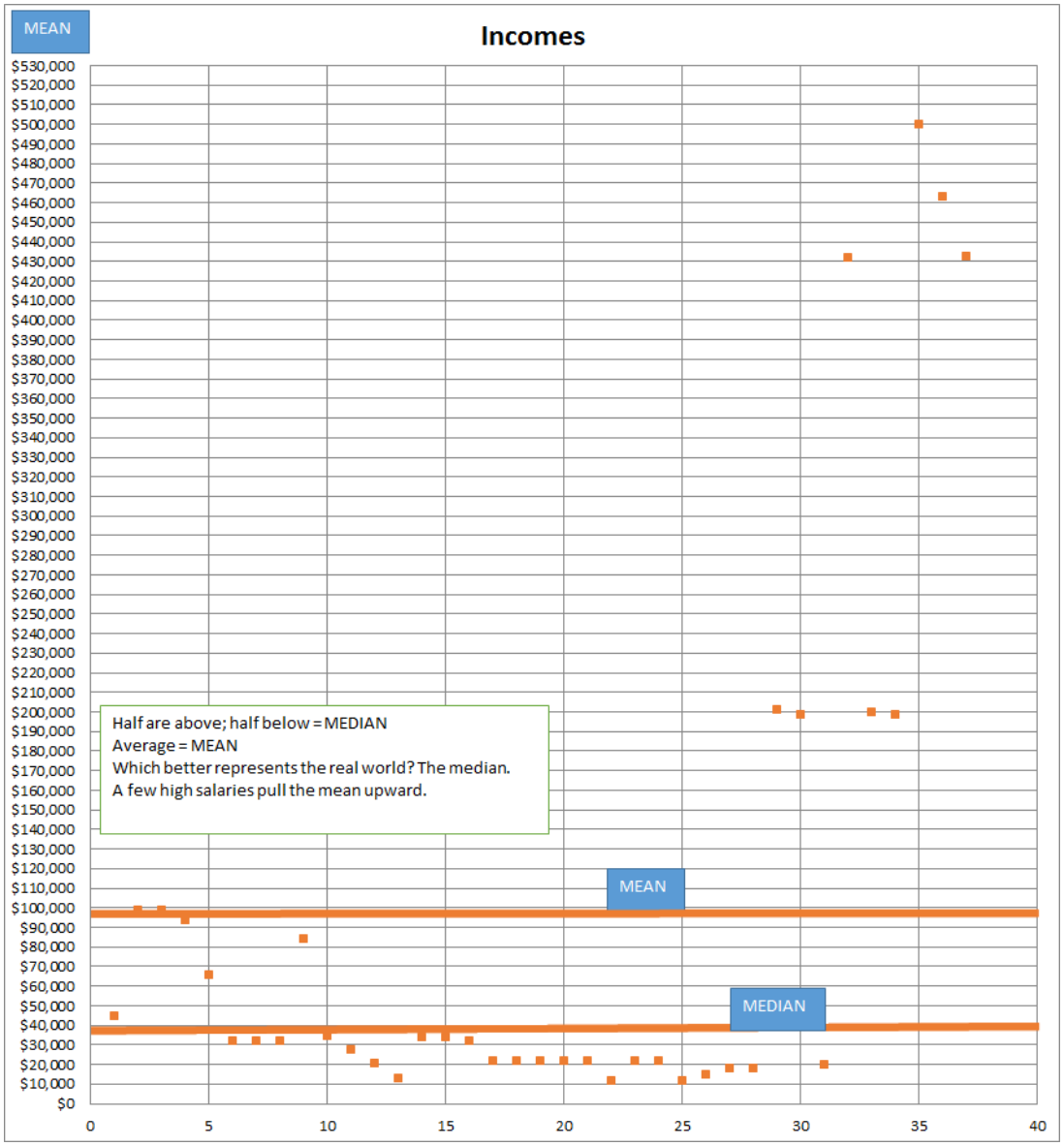

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Collection / Selection / Weeding Rubric Grading Rubric

0104-RUBRIC-ANNOTATED-SELECTION-LIBS-6110-6105

CRITERIA	TARGET 3	ACCEPTABLE 2	UNACCEPTABLE 1
Part 1: Population Analysis			
Analysis	Analysis is based on research. Analysis is based on population presented in class site. All questions are addressed. Information is presented so that it is meaningful and easy to interpret.	Missing one criteria of Target	Missing more than one criteria of Target
Users	Addresses with insight community and student needs Addresses how diversity in the community of students influences choices for materials Ideas expresses conform to current pedagogy	Missing one criteria of Target	Missing more than one criteria of Target
Technical	URL of site is submitted correctly. Website is clear with easy navigation. Material is formatted clearly. Graphics have meaningful relationship to text. No extraneous links.	Missing one criteria of Target	Missing more than one criteria of Target
Part 2: Selection List			
List	All money is spent within + or – 5% All titles are high quality. All are age appropriate. Wide range of special needs are included: physical, intellectual, developmental. List is correlated to Population analysis.	Missing one criteria of Target	Missing more than one criteria of Target
Excel Use	Spreadsheet follows the model. Formulas are used to calculate totals. ISBN column is formatted as text. Only 1 worksheet is present and is named at the bottom. The heading rows are repeated if the spreadsheet is more than 1 page. Footer on the sheet.	Missing one criteria of Target	Missing more than one criteria of Target
Technical for Excel sheet	Submitted on time. Filename is correct. No spelling/grammar errors. 10 pt type & single spaced	Submitted on time. Filename is correct. No spelling/grammar errors.	Submitted on time Filename is correct No spelling/grammar errors 10 pt type & single spaced.

Collection / Selection / Weeding Rubric Grading Rubric

		10 pt type & single spaced.	
Selection Aid Use	All aids have citation. At least 1 different aid is used from 3 different categories.	Missing one criteria of Target.	Missing more than one criteria of Target.
Reflection	All ideas are addressed in depth. Comments show authentic reactions to ideas and indicate extensive use of the aids. Graduate level writing style. Follows course guidelines for writing format.	Less insightful than Target.	Missing insight and other elements of Target.
Part 3: Acquisitions			
	Uses Ingram's site. Identifies other vendor. Questions are answered.		
Part 4: Deselection			
	The student shows evidence of a field visit. All requirements met. Reasons for withdrawal are logical.	Missing one criteria of Target.	No evidence that the student visited the site
TECHNICAL	All requirements met	Missing two criteria of	Missing 1 or more goals
GOALS		Target.	
DISPOSITIONS	Evidence from all Parts provide that dispositions met	Missing two criteria of Target.	Missing 1 or more goals

Collection / Selection / Weeding Rubric Grading Rubric

AASL

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MASTER OF EDUCATION
ADMINISTRATION AND SUPERVISION
LIBRARY SCIENCE

0105 DATA TABLE SELECTION LIBS 6110-6105

Program Title / Degree	Course / Event Associated with Assessment	Assessment Title (To Identify File Folder with All Files)	1a. Content Knowledge for Tc	1b. Pedagogical Content Knowledge & Skills for Tc	1c. Professional and Pedagogical Knowledge & Skills for Tc	1d. Student Learning for Tc	**1e. Knowledge & Skills for Osp**
M.Ed. ADSU Library Science	Admission	Ba/Bs Transcript	NA	NA	NA	NA	**82%**
M.Ed. ADSU Library Science	Admission	Tn Teacher Lic	NA	NA	NA	NA	**100%**
M.Ed. ADSU Library Science	Libs 6110-6105	0100 Selection	NA	NA	NA	NA	**84%**
M.Ed. ADSU Library Science	Libs 6550	0200 Philosophy of Librarianship	NA	NA	NA	NA	**96%**
M.Ed. ADSU Library Science	Libs 6550	0300 Lesson Plans	NA	NA	NA	NA	**85%**
M.Ed. ADSU Library Science	Libs 6110-6105	0600 Dispositions	NA	NA	NA	NA	**NA%**
M.Ed. ADSU Library Science	End of Program	0300 Lesson Plans	NA	NA	NA	NA	**88%**
M.Ed. ADSU Library Science	End of Program	0500 Praxis II Librarian test	NA	NA	NA	NA	**96%**
M.Ed. ADSU Library Science	Program Exit	0400 Comprehensive Exam	NA	NA	NA	NA	**92%**

~~tions.~~

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

0106-NARRATIVE-OF-CHANGE-SELECTION-LIBS-6110---6105

The assignment has been refined year-to-year based on results. The administration course is usually taken in the first 6-12 credits of coursework since it is required before the field experience. It is a complex assessment of a foundational library skill (selection) and ability to study data and draw conclusions about a user population. The selection skill is grounded in the depth of the student's data analysis.

In the last 8 years the assessment has migrated towards the user analysis as the base. Results of student performance indicated that weakness in analysis was more prevalent than weakness in choosing items. Publishers have moved selection to the Internet and sophisticated search engines yield selection lists with little effort. However, generic lists are not suitable to all user communities. That is why this assessment has put more weight on the population analysis. This bias is reflected in part1 and part 2 of the assignment.

STANDARD 1	Artifact 1	Artifact 2	Artifact 3
1.e Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.			
--know their students, families, and communities;	Analyze census data to characterize the population	Reflection on practices indicated by the analysis in artifact 1	
--use data and current research to inform their practices;	Census data on the population	Reflection	Title list
--use technology in their practices; and support student learning through their professional services.	Wikispaces presentation	Use of Excel	Title list
1.f Candidates for other professional school roles are able to create positive environments for student learning.			
--the developmental levels of students with whom they work;	Title list--By providing high-quality materials, the students perceive that they are valued Selection list must reflect age-appropriate materials for the context		

the diversity of students, families, and communities;	Context school is in state with native Tahitian and Japanese speakers as well as indigenous Hawaiians. The specified focus on disabilities, but students must also discover the ethnicities in their research.		
1.g Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.			
	Assessment and rubric embed the AASL standards and COE dispositions		

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

DOCUMENT 0200-PHILOSOPHY-OF-LIBRARIANSHIP-MED-ADSU-LIBS-INDEX

Folder 0200-Philosophy-Of-Librarianship Contains:

- 0200-PHILOSOPHY-OF-LIBRARIANSHIP-MED-ADSU-LIBS-INDEX
- 0201-NCATE-STANDARD(S)-MET-WITH-0200-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-SPSE-6550
- 0202-ASSESSMENT-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-SPSE-6550
- 0203-ASSESSMENT-ANNOTATED-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-SPSE-6550
- 0204-RUBRIC-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-SPSE-6550
- 0205-DATA-TABLE-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-SPSE-6550
- 0206-NARRATIVE-OF-CHANGE-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-SPSE-6550
- 0207-1-WORK-SAMPLE-1-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-SPSE-6550
- 0207-2-WORK-SAMPLE-2-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-SPSE-6550
- 0207-3-WORK-SAMPLE-3-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-SPSE-6550

MIDDLE TENNESSEE STATE UNIVERSITY

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

VISION

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

DOCUMENT 0201 NCATE STANDARD(S) MET WITH 0200 PHILOSOPHY OF LIBRARIANSHIP

1E HAVE AN ADEQUATE UNDERSTANDING OF PROFESSIONAL KNOWLEDGE

Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.

They

- know their students, families, and communities;
- use data and current research to inform their practices;

1F STUDENT LEARNING FOR OTHER PROFESSIONALS

Candidates for other professional school roles are able to create positive environments for student learning.

They understand and build upon

- and the policy contexts within which they work.

1G DISPOSITIONS

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. [Fairness and Ability of all students to learn]

AASL

1.1a Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.

1.1c Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.

3.1a Candidates identify and provide support for diverse student information needs.

3.2b Access to information -Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

3.4a Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.

4.4a Candidates identify stakeholders within and outside the school community who impact the school

library program.

5.2a Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility.

COE DISPOSITIONS

CRITICAL THINKER

Accurately interprets evidence

Recognizes and evaluates alternative points of view

Draws warranted conclusions

Explains assumptions and reasons for conclusions

Follows where evidence and reasons lead

Distinguishes between relevant and irrelevant material

Is aware of and uses professional literature

Completes assigned tasks on schedule

Follows applicable policies and procedures

REFLECTIVE:

Evidences curiosity about topics/issues studied

Analyzes and synthesizes multiple sources of information resulting in creative solutions to problems

Professional Philosophy

In a formally written style, in paragraph format, address the issues listed below. There should be approximately one paragraph for each element. Answers may combine questions. For example, the first two questions may be answered together in this manner: "While libraries in society provide information to maintain a democratic and intellectually free public, I believe that the school library program serves a much narrower purpose -- to support the educational mission of the school." The word "I" should be freely present throughout the document. Basically, you are answering the question, "Why do I want to join this profession?"

Section I: Societal Impact

- What purpose do libraries have in society?
- How do school libraries differ from the other types of libraries?
- What purpose should the library program have in the school?
- What benefits does a good library program provide to the stakeholders of the school community?

Section II: Library Program and Librarian

- Identify at least four of the most critical components of the school library program and discuss the importance of each.
- Identify your role in each of these components. Which role do you feel is most important? Why?

Section III: Personal Values

- What core values of the profession do you hold to be important? Why?
- What are your goals in school librarianship?
- What will guide you when making professional decisions?

Section IV: Teaching Values

- What do you want students to learn from you? Address both direct and indirect teaching methods.
- What do you want your students to be able to do when they leave the school?

Concluding Paragraph

- Summarizes personal view of librarianship.

Bibliography

- Sources Used to help you form your philosophy with APA formatting.

AASL

1.1a Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.

1.1c Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.

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REFLECTIVE:

Evidences curiosity about topics/issues studied

Analyzes and synthesizes multiple sources of information resulting in creative solutions to problems

0202-ASSESSMENT-PHILOSOPHY-OF-LIBRARIANSHIP--LIBS-SPSE-6550

Professional Philosophy

In a formally written style, in paragraph format, address the issues listed below. There should be approximately one paragraph for each element. Answers may combine questions. For example, the first two questions may be answered together in this manner: "While libraries in society provide information to maintain a democratic and intellectually free public, I believe that the school library program serves a much narrower purpose -- to support the educational mission of the school." The word "I" should be freely p r e s e n t throughout the document. Basically, you are answering the question, "Why do I want to join this profession?"

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- What do you want your students to be able to do when they leave the school?

Concluding Paragraph

- Summarizes personal view of librarianship.

Bibliography

- Sources Used to help you form your philosophy with APA formatting.
-

AASL

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3.1a Candidates identify and provide support for diverse student information needs.

3.2b Access to information -Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

3.4a Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.

4.4a Candidates identify stakeholders within and outside the school community who impact the school library program.

5.2a Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship

Commented [kebh1]: 1f and the policy contexts within which they work.

Commented [kebh2]: 1e use data and current research to inform their practices;

Commented [kebh3]: 3.1b Access to information - Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

Commented [kebh4]: 3.4a Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.

Commented [kebh5]: 1.1c Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.
3.2a Candidates identify and provide support for diverse student information needs.

Commented [kebh6]: 4.4a Candidates identify stakeholders within and outside the school community who impact the school library program.

Commented [kebh7]: 5.2a Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility.

Commented [kebh8]: 1g Candidates are familiar with the professional dispositions delineated in professional, state, and
institutional standards. [Fairness and Ability of all students to learn]

Commented [kebh9]: 1e know their students, families, and communities;

Commented [kebh10]: 1.1a Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.

and responsibility.

COE DISPOSITIONS

CRITICAL THINKER

Accurately interprets evidence

Recognizes and evaluates alternative points of view

Draws warranted conclusions

Explains assumptions and reasons for conclusions

Follows where evidence and reasons lead

Distinguishes between relevant and irrelevant material

Is aware of and uses professional literature

Completes assigned tasks on schedule

Follows applicable policies and procedures

REFLECTIVE:

Evidences curiosity about topics/issues studied

Analyzes and synthesizes multiple sources of information resulting in creative solutions to problems

Critical Performances:
5C The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
5F The principles of assessment and response to diversity in user needs, user communities, and user preferences.
5G The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
7D The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
8E The concepts behind, issues relating to, and methods for, principled, transformational leadership.

	Target 96-100%	**Acceptable 86-95%**	**Unacceptable 76-85%**
Section I *Societal Impact*	• Clearly addresses all roles of library in school and society. • Details how stakeholders benefit from good library program including users who are above- and below-grade level, those with special needs such as ESL, computer literacy, financial literacy, etc. • Distinct rationales for each benefit are included. • Lists a minimum of 3 effects of libraries on society • Enumerates the differences between school, public, academic, and special libraries.	• Addresses some benefits to society and school. • Role not completely delineated. • Only some rationales present.	• Addresses benefits to society or to school. • Vague or sketchy without clear rationales. • Several elements of *Excellent* are missing
Section II *Library Program and Librarian*	• Components identified with unambiguous reasons for importance. • Roles are pertinent to components. • Explanations are clear and logical. • Addresses *Empowering Learner* principles. • Includes specific ideas for obtaining support for the library program. • Includes references to and explanation for leadership opportunities in the library. • Addresses *Empowering Learners* principles. • Considers space planning for special needs. • Includes specific ideas for obtaining diverse and cultural materials for the library program.	• Elements present, but explanations are not always clear or pertinent. May be missing elements.	• Several elements of *Excellent* are missing.

Commented [kebh1]: 1F . and the policy contexts within which they work.

Commented [kebh2]: 1E Candidates for other professional school roles are able to create positive environments for student learning.

Commented [kebh3]: 1E · . use data and current research to inform their practices;

Commented [kebh4]: 4.4a Candidates identify stakeholders within and outside the school community who impact the school library program.

Commented [kebh5]: 1E Candidates for other professional school roles are able to create positive environments for student learning.

Commented [kebh6]: 3.1b Access to information - Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

Commented [kebh7]: 1E · . use data and current research to inform their practices;

Section III Personal Values	• Core values, goals present with evidence of knowledge of integration to professional life. • Incorporates ALA Core Values and competencies.	• Sketchy or vague at times. Analytic thinking not present.	• Several elements of *Excellent* are missing.
Section IV Teaching Values	• Several clearly presented goals identified. • Uses state and national standards in instructional design. • Addresses assessments of higher-order thinking. • Incorporates technology into lessons when appropriate. • Both direct and indirect experiences given. • Addresses *Empowering Learners* principles. • Includes specific ideas for using collaboration in the library program. • Includes references to and explanation to the role of curriculum specialist. • Includes section on diverse learners and learning styles. Include accommodations for these. • Identifies social and cultural techniques to know the needs of the library community	• Goals identified; may be sketchy or vague.	• Several elements of *Excellent* are missing
Concluding Paragraph & Bibliography	• Paragraph summarizes.	• Paragraph simply restates ideas already included in the document.	• Conclusion is unfocused, restates ideas already in the document, or missing.

Commented [kebh8]: ASL 5.2a Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility.

Commented [kebh9]: ASL 1.1a Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. 1.1c Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.

Commented [kebh10]: DISPOSITIONS CRITICAL THINKER

Commented [kebh11]: 3.2a Candidates identify and provide support for diverse student information needs.

Commented [kebh12]: 1E · . use data and current research to inform their practices;

Commented [kebh13]: 1E · . know their students, families, and communities;

Technical Aspects	• Written in first person • No spelling or grammar errors • 12 pt type TNR • Double spaced • Footer • Section headings • Correctly formatted bibliography (APA) • Uses evidence-based research	• One or two technical errors in the document (lacks elements from Excellent). • One or two technical errors in the bibliography.	• More than two technical errors in the document (lacks elements from Excellent). • More than two technical errors in the bibliography.

0205-Data-Table-Philosophy-of-Librarianship-LIBS-SPSE-6550

Fall 2012-Summer 2016

N=150

ACC/TARGET

98%

2012-2013	**FALL-SUMMER**				**2013-2014**	**FALL-SUMMER**		**2014-2015**
	2012	2013	2013		2013	2014	2014	
	FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
6550 PHILOSOPHY	ND	X				X		6550 PHILOSOPHY

FALL -SUMMER				2015-2016	FALL-SUMMER		
2014	2015	2015		2015	2016	2016	
FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
100%	100%	100%		91%			98%

0105-Data-Table-Selection-LIBS-6110---6105

Fall 2012-Summer 2016

N=150

ACC/TARGET

84%

2012-2013	**FALL-SUMMER**				**2013-2014**	**FALL-SUMMER**		**2014-2015**
	2012	2013	2013		2013	2014	2014	
	FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
6110 COLLECTION DEV		X	X		83%		X	6110 COLLECTION DEV

FALL -SUMMER				2015-2016	FALL-SUMMER		
2014	2015	2015		2015	2016	2016	
FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
75%	X	X		95%	X	X	84%

0205-Data-Table-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-SPSE-6550

Program Title / Degree	Course / Event Associated with Assessment	Assessment Title (To Identify File Folder with All Files)	1a. Content Knowledge for Tc	1b. Pedagogical Content Knowledge & Skills for Tc	1c. Professional and Pedagogical Knowledge & Skills for Tc	1d. Student Learning for Tc	**1e. Knowledge & Skills for Osp**
M.Ed. ADSU Library Science	Admission	Ba/Bs Transcript	NA	NA	NA	NA	**82%**
M.Ed. ADSU Library Science	Admission	Tn Teacher Lic	NA	NA	NA	NA	**100%**
M.Ed. ADSU Library Science	Libs 6110-6105	0100 Selection	NA	NA	NA	NA	**84%**
M.Ed. ADSU Library Science	Libs 6550	0200 Philosophy of Librarianship	NA	NA	NA	NA	**96%**
M.Ed. ADSU Library Science	Libs 6550	0300 Lesson Plans	NA	NA	NA	NA	**85%**
M.Ed. ADSU Library Science	Libs 6110-6105	0600 Dispositions	NA	NA	NA	NA	**NA%**
M.Ed. ADSU Library Science	End of Program	0300 Lesson Plans	NA	NA	NA	NA	**88%**
M.Ed. ADSU Library Science	End of Program	0500 Praxis II Librarian test	NA	NA	NA	NA	**96%**
M.Ed. ADSU Library Science	Program Exit	0400 Comprehensive Exam	NA	NA	NA	NA	**92%**

1f. Student Learning for Osp	1g. Expectations for Professional Dispositions
NA	82%
NA	100%
84%	84%
98%	98%
85%	85%
NA	98%
89%	95%
NA	NA
NA	92%

0405-Data-Table-Comprehensive-Exam

Fall 2012-Summer 2016

N=43

ACC/TARGET

92%

2012-2013	**FALL-SUMMER**				**2013-2014**	**FALL-SUMMER**		**2014-2015**
	2012	2013	2013		2013	2014	2014	
	FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
COMPREHENSIVE EXAM	90%	100%	50%		100%	100%	100%	COMPREHENSIVE EXAM

FALL -SUMMER				2015-2016	FALL-SUMMER		
2014	2015	2015		2015	2016	2016	
FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
100%	100%	75%		100%	85%	100%	92%

0505-Data-Table-Praxis-Exam

Fall 2012-Summer 2016

N=

ACC/TARGET

95%

2012-2013	**FALL-SUMMER**				**2013-2014**	**FALL-SUMMER**		**2014-2015**
	2012	2013	2013		2013	2014	2014	
	FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
PRAXIS II LIBRARIAN	100%	100%	100%		100%	100%	100%	PRAXIS II LIBRARIAN

FALL -SUMMER				2015-2016	FALL-SUMMER		
2014	2015	2015		2015	2016	2016	
FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
100%	100%	100%		100%	100%	100%	100%

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

0206-NARRATIVE OF CHANGE PHILOSOPHY OF LIBRARIANSHIP-LIBS-SPSE 6550

The assessment has changed little, but has moved from a course taken early in the program to the field experience. This change showed student improvement. It is now rare for students to do so poorly on the assessment that they fail it.

Students must synthesize elements from several courses in the assessment:

- LIBS 6000 Core Values
- Libs 6000 Types of Libraries
- Libs 6310 / 6311 Selection of children's books and creation of age-appropriate activities
- Libs 6310 / 6311 Field visits to children's libraries / young adult sections in public libraries
- Libs 6170 Creation of user guides for reference materials
- Libs 6060 Understanding the writings of research and proposing solutions to problems

Faculty will monitor the content of this assessement and refine it and the rubric to ensure that students understand the importance of developing a philosophy that can be lived and is true to one's nature.

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

DOCUMENT 0300-LESSON-PLANS-MED-ADSU-LIBS INDEX

Folder 0300 LESSON-PLANS Contains:

0300-LESSON-PLANS-MED-ADSU-LIBS INDEX
0301-NCATE-STANDARD(S)-MET-WITH-0300-LESSON-PLANS-LIBS-SPSE-6550
0302-ASSESSMENT-LESSON-PLANS-LIBS-SPSE-6550
0303-ASSESSMENT-ANNOTATED-LESSON-PLANS-LIBS-SPSE-6550
0304-1-LESSON-PLANS-RUBRIC-AASLLESSON-PLANS-LIBS-SPSE-6550
0304-2-LESSON-PLANS-RUBRIC-EDTPA-LESSON-PLANS-LIBS-SPSE-6550
0304-3-LESSON-PLANS-RUBRIC-TEAM-LESSON-PLANS-LIBS-SPSE-6550
0305-DATA-TABLE-LESSON-PLANS-LIBS-SPSE-6550
0306-NARRATIVE-OF-CHANGE-LESSON-PLANS-LIBS-SPSE-6550
0307-WORK-SAMPLE-1-LESSON-PLANS-LIBS-SPSE-6550
0307-WORK-SAMPLE-2-LESSON-PLANS-LIBS-SPSE-6550
0307-WORK-SAMPLE-3-LESSON-PLANS-LIBS-SPSE-6550
0307-WORK-SAMPLE-4-LESSON-PLANS-LIBS-SPSE-6550
0307-WORK-SAMPLE-5-LESSON-PLANS-LIBS-SPSE-6550
0307-WORK-SAMPLE-6-LESSON-PLANS-LIBS-SPSE-6550

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

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The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

DOCUMENT 0301 NCATE STANDARD(S) MET WITH 0300 LESSON PLANS

1E HAVE AN ADEQUATE UNDERSTANDING OF PROFESSIONAL KNOWLEDGE

Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.

They

- know their students, families, and communities;
- use technology in their practices; and support student learning through their professional services.

1F STUDENT LEARNING FOR OTHER PROFESSIONALS

Candidates for other professional school roles are able to create positive environments for student learning.

They understand and build upon

- the developmental levels of students with whom they work;
- the diversity of students, families, and communities;

1G DISPOSITIONS

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.

Fairness and Ability of all students to learn

Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.

Their work with students, families, colleagues and communities reflects these professional dispositions.

AASL STANDARDS COVERED WITH THE LESSON PLANS ASSESSMENT

1.1a Knowledge of learners and learning	Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.
1.1b Knowledge of learners and learning	Candidates assess learner needs and design instruction that reflects educational best practice.
1.11c Knowledge of learners and learning	Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.
1.1d Knowledge of learners and learning	Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.
1.2 Effective and knowledgeable teacher	
1.2a Effective and knowledgeable teacher	Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning.
1.2b Effective and knowledgeable teacher	Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators.
1.2c Effective and knowledgeable teacher	Candidates can document and communicate the impact of collaborative instruction on student achievement.
1.3 Instructional partner	
1.3a Instructional partner	Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators.
1.3b Instructional partner	Candidates acknowledge the importance of participating in curriculum development, of engaging in school 2010 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	
1.4a 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.
1.4b Integration of twenty-first century skills and learning standards	Candidates employ strategies to integrate multiple literacies with content curriculum.
1.4c Integration of twenty-first century skills and learning standards	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.
2.4 Literacy strategies 2.4a Literacy strategies	Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

Ethical

- Values human diversity
- Shows respect for the varied talents of individuals
- Demonstrates compassion toward others
- Respectful of others
- Sets high expectations for achievement for self and others
- Honest
- Acknowledges appropriately the work/ideas of others
- Aware of the standards and policies of the profession

Reflective

- Evidences curiosity about topics/issues studied
- Patient
- Disciplined
- Evaluates the effects of instruction
- Frequently demonstrates flexibility and adapts processes to incorporate new information
- Analyzes multiple sources of information for purposes of problem solving

Self directed

- Accepts responsibility for actions
- Seeks answers to problems independently
- Outlines plan of action
- Takes initiative in resolving problems

THREE LESSONS....

Okay, this is the heart and soul of the library....not the collection, not the computers, but what you **do** with them!

You must teach **3 lessons**.

LESSON PLAN TEMPLATE: For two of your lessons, use the lesson plan template that is used by your librarian. Fill it out after you have brainstormed and consulted with your sponsoring librarian and the teacher.

For the third lesson, use the AASL template.

Complete the table that maps standards, objectives, activities. Each lesson will use this document.

Check the completed lesson plans against the AASL lesson plan rubric.

Did I mention that a teacher has to be involved??? Oh, yessirree, you must find a willing teacher who needs information literacy skills for her students. Your teaching will be part of the assignment that she has given to her students. For example, if she assigns a research paper, you might take on the task of teaching the students how to find 3 resources and evaluate them for accuracy.

STANDARDS

Teach to standards! Common Core....Big Six....AASL Standards for 21st Century Learners are minimum. Additionally, there might be ISTE standards. If you are teaching in an area without Common Core coverage, use Tennessee Curriculum Frameworks.

EXPLORE THE RESOURCES ON TEACHING THAT ARE PROVIDED IN THE COURSE WEBSITE…Universal Design, Live Binder on Common Core, etc.

BUILDING YOUR LESSON IS AS EASY AS PIE…START AT THE END FIRST (BACKWARD DESIGN)

- What will you find out about the students before you start planning?
- What will you find out about the learning abilities of each student before you start planning?
- What do you want the students to learn? (Standards)
- What activities will help them learn these objectives?
- What materials do you need to teach? How will technology tools be integrated?
- What is your time frame and what is the 'plan' to teach the materials in that time frame?
- How will you find out if they really learned what you wanted them to learn? (Assessment tools)
- What will you do for students who need accommodations?
- What will you do if many of the students do not learn what you wanted them to learn?

FOLLOW THE LESSON PLAN THAT YOUR SPONSORING LIBRARIAN USES FOR THE FIRST TWO LESSONS; THIRD LESSON FOLLOWS THE AASL TEMPLATE.

Submit the lesson plan template, the AASL Rubric, a reflection that addresses the questions above and the Chart matching objectives with teaching activities.

Although you must include several sets of standards, do not choose too many! The standards from each organization usually overlap. Your Common Core standards will derive from the teacher's curriculum. Find the matching AASL standards (crosswalk document from AASL) and find the Big6 standards.

Your evaluation will be the TEAM rubric for the first placement and the EdTPA rubrics for the second placement.

Dispositions from the College of Education are evaluated as well.

THREE LESSONS....

Okay, this is the heart and soul of the library....not the collection, not the computers, but what you **do** with them!

You must teach **3 lessons**.

LESSON PLAN TEMPLATE: For two of your lessons, use the lesson plan template that is used by your librarian. Fill it out after you have brainstormed and consulted with your sponsoring librarian and the teacher.

For the third lesson, use the AASL template.

Complete the table that maps standards, objectives, activities. Each lesson will use this document.

Check the completed lesson plans against the AASL lesson plan rubric.

Did I mention that a teacher has to be involved??? Oh, yessirree, you must find a willing teacher who needs information literacy skills for her students. Your teaching will be part of the assignment that she has given to her students. For example, if she assigns a research paper, you might take on the task of teaching the students how to find 3 resources and evaluate them for accuracy.

STANDARDS

Teach to standards! Common Core....Big Six....AASL Standards for 21st Century Learners are minimum. Additionally, there might be ISTE standards. If you are teaching in an area without Common Core coverage, use Tennessee Curriculum Frameworks.

EXPLORE THE RESOURCES ON TEACHING THAT ARE PROVIDED IN THE COURSE WEBSITE…Universal Design, Live Binder on Common Core, etc.

BUILDING YOUR LESSON IS AS EASY AS PIE…START AT THE END FIRST (BACKWARD DESIGN)

- What will you find out about the students before you start planning?
- What will you find out about the learning abilities of each student before you start planning?
- What do you want the students to learn? (Standards)
- What activities will help them learn these objectives?
- What materials do you need to teach? How will technology tools be integrated?
- What is your time frame and what is the 'plan' to teach the materials in that time frame?
- How will you find out if they really learned what you wanted them to learn? (Assessment tools)
- What will you do for students who need accommodations?
- What will you do if many of the students do not learn what you wanted them to learn?

FOLLOW THE LESSON PLAN THAT YOUR SPONSORING LIBRARIAN USES FOR THE FIRST TWO LESSONS; THIRD LESSON FOLLOWS THE AASL TEMPLATE.

Submit the lesson plan template, the AASL Rubric, a reflection that addresses the questions above and the Chart matching objectives with teaching activities.

Although you must include several sets of standards, do not choose too many! The standards from each organization usually overlap. Your Common Core standards will derive from the teacher's curriculum. Find the matching AASL standards (crosswalk document from AASL) and find the Big6 standards.

Your evaluation will be the TEAM rubric for the first placement and the EdTPA rubrics for the second placement.

Dispositions from the College of Education are evaluated as well.

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• Goals and objectives are clear and appropriate. • Goals and objectives are consistent with the school goals and take into account previous learning and other related curriculum areas. • Expectations for student performance are clear, demanding, and high. • Objectives are frequently displayed, clearly communicated, and referenced throughout the lesson. • There is evidence that most students demonstrate mastery of the objective.	• The quality of the goals or objectives varies. The goals or objectives are more appropriate than inappropriate. • Goals and objectives are consistent with the school goals and take into account other related curriculum areas as appropriate. • Expectations for student performance are clear. • Objectives are frequently displayed and clearly communicated. • There is evidence that most students demonstrate mastery of the objective.	• Very few, if any goals or objectives have been established or the goals or objectives are typically inappropriate. • Goals and objectives are not consistent with the school goals and do not take into account other related curriculum areas as appropriate. • Expectations for student performance are vague. • Objectives are not displayed or loosely communicated. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• All students are engaged in learning activities. • All activities provided help students recognize the purpose and importance of learning. • Procedures are adjusted to enhance student involvement.	• Most students are engaged in learning activities. • Some activities provided help students recognize the purpose and importance of learning. • Procedures are sometimes adjusted to enhance student involvement.	• Very few students are engaged in learning activities. • None of the activities provided help students recognize the purpose and importance of learning. • Procedures are not adjusted to enhance student involvement.
Presenting Instructional Content	Presentation of content always includes: • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the LMS/LIS to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the LMS/LIS to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or non-essential information.	Presentation of content rarely includes: • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the LMS/LIS to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • relevant, coherent, or essential information.
Lesson Structure and Pacing	• All lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• Most lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• Lessons are not started promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is not appropriate for most of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

Library Media Specialist Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials	Activities and materials include all of the following when appropriate: • show accommodation of students' needs and differences, • are appropriately varied and matched to lesson objective, • are relevant to students' lives, • incorporate multimedia and technology, • incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.), • address higher-order thinking skills, and • sustain students' attention.	Activities and materials include most of the following when appropriate: • show accommodation of students' needs and differences, • are appropriately varied and matched to lesson objective, • are relevant to students' lives, • incorporate multimedia and technology, • incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.), • address higher-order thinking skills, and • sustain students' attention.	Activities and materials include few of the following when appropriate: • show accommodation of students' needs and differences, • are appropriately varied and matched to lesson objective, • are relevant to students' lives, • incorporate multimedia and technology, • incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.), and • address higher-order thinking skills, and • sustain students' attention.
Questioning	• LMS/LIS questions are varied and high quality, providing a balanced mix of question types: o knowledge and comprehension, o application and analysis, and o creation and evaluation. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The LMS/LIS calls on volunteers and non-volunteers and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning.	• LMS/LIS questions are varied and high quality, providing for some, but not all, question types: o knowledge and comprehension, o application and analysis, and o creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The LMS/LIS calls on volunteers and non-volunteers, and a balance of students based on ability and sex.	• LMS/LIS questions are inconsistent in quality and include few question types: o knowledge and comprehension, o application and analysis, and o creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The LMS/LIS mostly calls on volunteers and high-ability students.
Academic Feedback	• Feedback is consistently academically focused, frequent, and high quality. • Feedback to students is in a timely manner and includes strengths as well as recommendations or suggestions for improvement. • The LMS/LIS circulates to prompt student thinking, assess each student's progress, and provide individual feedback.	• Feedback is mostly academically focused, frequent, and mostly high quality. • Feedback to students is usually in a timely manner and includes strengths as well as recommendations or suggestions for improvement. • The LMS/LIS circulates during instructional activities to support engagement, and monitor	• The quality of feedback is inconsistent. • Feedback to students is not given in a timely manner. • The LMS/LIS fails to circulate during instructional activities. • Feedback from students is not used to monitor or adjust instruction.

	• Feedback from students is regularly used to monitor and adjust instruction.	student work. • Feedback from students is sometimes used to monitor and adjust instruction.	
	Significantly Above Expectations (5)	**At Expectations (3)**	**Significantly Below Expectations (1)**
Monitoring Student Understanding	• Learning activities are analyzed and paced to accommodate student differences. • Monitoring very frequently occurs through questioning techniques and checking student's performances as they are engaged in learning activities. • Monitoring techniques address higher-order skills when appropriate. • Re-teaching occurs when necessary and includes a variety of re-teaching approaches.	• Some learning activities are analyzed and paced to accommodate student differences. • Monitoring usually occurs through questioning techniques and checking students' performances as they are engaged in learning activities. • Monitoring techniques sometimes address higher-order skills when appropriate. • Re-teaching occurs when necessary and sometimes includes a variety of re-teaching approaches.	• Few learning activities are analyzed and paced to accommodate student differences. • Monitoring rarely occurs through questioning techniques and checking students' performances as they are engaged in learning activities. • Monitoring techniques do not address high-order skills when appropriate. • Re-teaching might occur when necessary but does not include a variety of re-teaching approaches.
LMS/LIS Content Knowledge	• LMS/LIS displays extensive content knowledge of all the subjects she or he teaches. • LMS/LIS regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • LMS/LIS regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• LMS/LIS displays accurate content knowledge of all the subjects he or she teaches. • LMS/LIS sometimes implements subject-specific instructional strategies to enhance student content knowledge. • LMS/LIS sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• LMS/LIS displays under-developed content knowledge in several subject areas. • LMS/LIS does not implement subject-specific instructional strategies to enhance student content knowledge. • LMS/LIS does not understand key concepts and ideas in the discipline and, therefore, presents content in an unconnected way.
LMS/LIS Knowledge of Students	• LMS/LIS practices display understanding of each student's anticipated learning difficulties. • LMS/LIS practices regularly incorporate student interest and cultural heritage. • LMS/LIS regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. • Data is continually used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. • Changes to various aspects of the library program are based on a variety of both formal and informal evaluation techniques. • Program decisions are made as a result of appropriate analyses of the data.	• LMS/LIS practices display understanding of some students' anticipated learning difficulties. • LMS/LIS practices sometimes incorporate student interests and cultural heritage. • LMS/LIS sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. • Data is used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. • Changes to various aspects of the library program are based on a variety of either formal or informal evaluation techniques. • Program decisions are sometimes made as a result of appropriate analyses of the data.	• LMS/LIS practices demonstrate limited knowledge of students anticipated learning difficulties. • LMs/LIS practices do not incorporate student interests or cultural heritage. • LMS/LIS practices demonstrate no differentiation of instructional methods or content. • Data is not used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. • Changes to various aspects of the library program are not based on a variety of either formal or informal evaluation techniques. • Program decisions are not made as a result of appropriate analyses of the data.

Library Media Specialist Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Thinking	• In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches two or more types of thinking: o analytical thinking, where the students analyze, compare and contrast, and evaluate and explain information; o practical thinking where students use, apply, and implement what they learn in real-life scenarios; o creative thinking where students create, design, imagine, and suppose; and o research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. • The LIS/LMS regularly provides opportunities where students: o generate a variety of ideas and alternatives; o analyze problems from multiple perspectives and viewpoints; and o monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	• In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches one type of thinking: o analytical thinking where students analyze, compare and contrast, and evaluate and explain information; o practical thinking where students use, apply, and implement what they learn in real-life scenarios; o creative thinking where students create, design, imagine, and suppose; and o research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. • The LIS/LMS sometimes provides opportunities where students: o generate a variety of ideas and alternatives, and o analyze problems from multiple perspectives and viewpoints.	• In the context of a collaborative lesson with a classroom teacher, the LIS/LMS does not consistently and thoroughly teach any type of thinking. • The LIS/LMS provides few opportunities where students: o generate a variety of ideas and alternatives, and o analyze problems from multiple perspectives and viewpoints.
Problem-Solving	The LIS/LMS implements activities that teach and reinforce three or more of the following information literacy skills: • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies	The LIS/LMS implements activities that teach and reinforce two of the following information literacy skills: • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies	The LIS/LMS implements no activities that teach and reinforce the following information literacy skills: • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies

Library Media Specialist Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Media Center Management	• Input from LMS/LIS and professional staff is used to determine student needs and to provide resources that relate to curriculum demands and instructional goals and objectives. • LMS/LIS initiates communication and follow-up activities to determine effectiveness of selected resources. • Written procedures have been established to prioritize needs. • LMS/LIS has established written procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. • Written procedures have been established to deal with challenged materials. • Circulation procedures have been established to maximize use of library resources and communicated to all patrons. • Materials and resources are current and up-to-date and reflect the needs of the stakeholders. • There are protocols for maintenance of equipment of resources repair.	• Input from LMS/LIS and professional staff is generally used to determine student needs and to provide resources that related to curriculum demands and instructional goals and objectives. • LMS/LIS sometimes initiates communication and follow-up activities to determine effectiveness of selected resources. • Procedures have been established to prioritize needs. • LMS/LIS has established procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. • Procedures are in place to deal with challenged materials. • Circulation procedures have been established to maximize use of library resources. • Materials and resources are current and up-to-date. • There are some protocols for maintenance of equipment or resources repair.	• Input from LMS/LIS and professional staff is not used to determine student needs and to provide resources that relate to curriculum demands and instructional goals and objectives. • LMS/LIS does not initiate communication and follow-up activities to determine effectiveness of selected resources. • Procedures have not been established to prioritize needs. • LMS/LIS has not established procedures and has not obtained needed materials, resources, and equipment which have been labeled and put in order for easy access. • No procedures are in place to deal with challenged materials. • Circulation procedures have not been established to maximize use of library resources. • Materials and resources are not current and up-to-date. • There are no protocols for maintenance of equipment or resources repair.
Media Center Resources	• Resources are appropriately integrated with instruction and management procedures. • Written plans, policies, and procedures are available for library staff. • Materials and media are equitable and accessible to all users. • Facilities are arranged to accommodate different types of activities, and student movement is meaningful. • LMS/LIS and user activities allow for maximum use of learning time. • Community resources are used appropriately. • A variety of promotional activities are continually incorporated in the library program.	• Resources are integrated with instruction and management procedures. • Plans, policies, and procedures are available for library staff. • Materials and media are equitable and accessible to most users. • Facilities are arranged to accommodate some types of activities, and student movement is usually meaningful. • LMS/LIS and user activities allow for moderate use of learning time. • Community resources are sometimes used. • Promotional activities are incorporated in the library program.	• Resources are not integrated with instruction and management procedures. • Plans, policies, and procedures are not followed by library staff. • Materials and media are not equitable and not accessible to most users. • Facilities arrangement does not accommodate more than one type of activity, and student movement is limited. • LMS/LIS and user activities impede use of learning time. • Community resources are not used. • Promotional activities are not incorporated in the library program.

Library Media Specialist Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Media Center Collaboration	• LMS/LIS continuously provides cursory and in-depth assistance to teachers, as needed. • LMS/LIS collaborates with teachers in planning units of instruction. • LMS/LIS assists with equipment operation, materials production, and instruction, as needed. • LMS/LIS seamlessly correlates the library program with that of the school curriculum.	• LMS/LIS frequently provides cursory and in-depth assistance to teachers, as needed. • LMS/LIS sometimes collaborates with teachers in planning units of instruction. • LMS/LIS assists with some equipment operation, materials production, and instruction, as needed. • LMS/LIS correlates the library program with that of the school curriculum.	• LMS/LIS does not provide cursory and in-depth assistance to teachers, as needed. • LMS/LIS does not collaborate with teachers in planning units of instruction. • LMS/LIS does not assist with equipment operation, materials production, and instruction. • LMS/LIS does not correlate the library program with that of the school curriculum.

Library Media Specialist Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations	• LMS/LIS sets high and demanding academic expectations for every student. • LMS/LIS encourage students to learn from mistakes. • LMS/LIS creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • LMS/LIS optimizes instructional time, teacher more material, and demands better performance from every student.	• LMS/LIS sets high and demanding academic expectations for every student. • LMS/LIS encourages students to learn from mistakes. • LMS/LIS creates learning opportunities where most students can experience success. • Students complete their work according to LMS/LIS expectations.	• LMS/LIS expectations are not sufficiently high for every student. • LMS/LIS creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	• Students are consistently well behaved, and on task. • LMS/LIS and students establish clear rules for learning and behavior. • LMS/LIS uses several techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • LMS/LIS overlooks inconsequential behavior. • LMS/LIS deals with students who have caused disruptions rather than the entire class. • LMS/LIS attends to disruptions quickly and firmly.	• Students are mostly well behaved, and on task; some minor learning disruptions may occur. • LMS/LIS established rules for learning and behavior. • LMS/LIS uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • LMS/LIS overlooks some inconsequential behavior, but at other times, stops the lesson to address it. • LMS/LIS deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are not well behaved and are often off task. • LMS/LIS establishes few rules for learning and behavior. • LMS/LIS uses few techniques to maintain appropriate student behavior. • LMS/LIS cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The library: • welcomes all member and guests, • is organized and understandable to all students, • provides supplies, equipment, and resources that are easily and readily accessible, • displays student work that frequently changes, and • is arranged to promote individual and group learning.	The library: • welcomes most members and guests, • is organized and understandable to most students, • provides supplies, equipment, and resources that are accessible, • displays student work, and • is arranged to promote individual and group learning.	The library: • is somewhat cold and uninviting, • is not well organized and understandable to students, • has supplies, equipment, and resources that are difficult to access, • does not display student work, and • is not arranged to promote group learning.
Respectful Culture	• LMS/LIS-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • LMS/LIS seeks out and is receptive to the interest and opinions of all students. • Positive relationships and interdependence characterize the library environment.	• LMS/LIS-student interactions are generally friendly but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for LMS/LIS and are generally polite to each other. • LMS/LIS is sometimes receptive to the interest and opinions of students.	• LMS/LIS-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for LMS/LIS. • Student interaction is characterized by conflict, sarcasm, or put-downs. • LMS/LIS is not receptive to interests and opinions of students.

0305-Data-Table-Lesson-Plans-LIBS-SPSE-6550

Program Title / Degree	Course / Event Associated with Assessment	Assessment Title (To Identify File Folder with All Files)	1a. Content Knowledge for Tc	1b. Pedagogical Content Knowledge & Skills for Tc	1c. Professional and Pedagogical Knowledge & Skills for Tc	1d. Student Learning for Tc	**1e. Knowledge & Skills for Osp**
M.Ed. ADSU Library Science	Admission	Ba/Bs Transcript	NA	NA	NA	NA	**82%**
M.Ed. ADSU Library Science	Admission	Tn Teacher Lic	NA	NA	NA	NA	**100%**
M.Ed. ADSU Library Science	Libs 6110-6105	0100 Selection	NA	NA	NA	NA	**84%**
M.Ed. ADSU Library Science	Libs 6550	0200 Philosophy of Librarianship	NA	NA	NA	NA	**96%**
M.Ed. ADSU Library Science	Libs 6550	0300 Lesson Plans	NA	NA	NA	NA	**85%**
M.Ed. ADSU Library Science	Libs 6110-6105	0600 Dispositions	NA	NA	NA	NA	**NA%**
M.Ed. ADSU Library Science	End of Program	0300 Lesson Plans	NA	NA	NA	NA	**88%**
M.Ed. ADSU Library Science	End of Program	0500 Praxis II Librarian test	NA	NA	NA	NA	**96%**
M.Ed. ADSU Library Science	Program Exit	0400 Comprehensive Exam	NA	NA	NA	NA	**92%**

1f. Student Learning for Osp	1g. Expectations for Professional Dispositions
NA	82%
NA	100%
84%	84%
98%	98%
85%	85%
NA	98%
89%	95%
NA	NA
NA	92%

0105-Data-Table---Collection-Management-LIBS-6110---6105

Fall 2012-Summer 2016

N=150

ACC/TARGET

84%

2012-2013	**FALL-SUMMER**				**2013-2014**	**FALL-SUMMER**		**2014-2015**
	2012	2013	2013		2013	2014	2014	
	FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
6110 COLLECTION DEV		X	X		83%		X	6110 COLLECTION DEV

FALL -SUMMER				2015-2016	FALL-SUMMER		
2014	2015	2015		2015	2016	2016	
FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
75%	X	X		95%	X	X	84%

0205-Data-Table-Philosophy-of-Librarianship-LIBS-SPSE-6550

Fall 2012-Summer 2016

N=150

ACC/TARGET

98%

2012-2013	**FALL-SUMMER**				**2013-2014**	**FALL-SUMMER**		**2014-2015**
	2012	2013	2013		2013	2014	2014	
	FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
6550 PHILOSOPHY	ND	X				X		6550 PHILOSOPHY

FALL -SUMMER				2015-2016	FALL-SUMMER		
2014	2015	2015		2015	2016	2016	
FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
100%	100%	100%		91%			98%

0405-Data-Table-Comprehensive-Exam

Fall 2012-Summer 2016

N=43

ACC/TARGET

92%

2012-2013	**FALL-SUMMER**				**2013-2014**	**FALL-SUMMER**		**2014-2015**
	2012	2013	2013		2013	2014	2014	
	FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
COMPREHENSIVE EXAM	90%	100%	50%		100%	100%	100%	COMPREHENSIVE EXAM

FALL -SUMMER				2015-2016	FALL-SUMMER		
2014	2015	2015		2015	2016	2016	
FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
100%	100%	75%		100%	85%	100%	92%

0505-Data-Table-Praxis-Exam

Fall 2012-Summer 2016

N=

ACC/TARGET

95%

2012-2013	**FALL-SUMMER**				**2013-2014**	**FALL-SUMMER**		**2014-2015**
	2012	2013	2013		2013	2014	2014	
	FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
PRAXIS II LIBRARIAN	100%	100%	100%		100%	100%	100%	PRAXIS II LIBRARIAN

FALL -SUMMER				2015-2016	FALL-SUMMER		
2014	2015	2015		2015	2016	2016	
FALL	SPRING	SUMMER		FALL	SPRING	SUMMER	
100%	100%	100%		100%	100%	100%	100%

MIDDLE TENNESSEE STATE UNIVERSITY

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISON LIBRARY SCIENCE

0306-NARRATIVE-OF-CHANGE---LESSON PLANS LIBS / SPSE 6550

Each lesson plan is examined by the university instructor and by the sponsoring librarian. Only the sponsoring, on-site librarian fills out the rubrics. Students self-evaluate as well. With the edTPA rubric, students receive evaluation in fine detail. The TEAM rubric is used in Tennessee school libraries for evaluation. Having two sets of these rubrics (TEAM in the first placement, edTPA in the second) helps the program director pinpoint areas of improvement. The edTPA rubric is the most helpful and most closely examined. The second field experience is close to the end of the program and all corrective conferencing for a student is closed to ending. That field experience is watched more closely by the university sponsor in order to avert last-minute failure. Such an incident has never occurred, but faculty are fully aware that it could.

In the summer of 2013 and summer of 2014, there was an unacceptable rate of success on the plans. Upon examination of the lesson plans, the director realized that the small enrollment (8 and 3 respectively) was heavily affected by students (4 and 1 respectively) who failed to complete their portfolios. The complete failures affected the mean score of success. One of the students was not allowed to continue on in the program. The other students repeated the field experience later and were successful.

One issue that we have attempted to address is sponsoring librarian's (field supervisors) tend to grade students too highly on the TEAM rubrics. Giving an initiate a 4 or 5 (top scores) is not valid. The most accomplished students should earn no higher than a 3. Faculty have asked field supervisors to determine assessments based in "reality". Progress on that is slow and not consistent. Faculty take the assignment of a 1 or 2 as an alarm signal that interventions are needed since it is rare for a field supervisor to do so. During the fall 2016 semester, faculty will create guidelines for evaluation by the TEAM rubric. These will be sent to the sponsors. In December those will be collected and examined to see if more valid assessments are given.

The written formative and summative assessments yield some information, but the rubrics are better at identifying specific strengths and weaknesses. Although, only the lesson plans are included as the precise key assessment, there are other "small piece" assignments that are also assessed.

In December 2013, faculty determined that these areas need strengthening:

CLASSROOM MANAGEMENT

A unit on classroom management is included in LIBS 6900. As of 2014, a small improvement of 1% was indicated on later field experience rubrics. In 2016 a deeper study of behavior management was added to Libs 6900. Students completed a personal philosophy of behavior management for their portfolios. Since students who experienced that

assignment are not yet in field experiences, we do not know if the addition is successful.

TECHNOLOGY ISSUES

The lack of working technology in some libraries means that students must rely upon "old- school" methods. Thus, the program now requires a variety of formats for activities (LIBS 6340, LIBS 6311, LIBS 6310) that our students will use with K-12. In that way, MTSU students develop a wider range of teaching instruments and learn to adapt. In 2017 a separate discussion will take place in LIBS 6900 about the unreliability of technology and how to improvise.

TIME MANAGEMENT

Students mention this as an issue, but usually self-correct with the help of the sponsor. We are considering case studies as an initiation into the problem so that students realize it can be problematic.

CRITICAL QUESTIONING

The faculty believes that the weakness in this area is a result of the graduate students not realizing that actual skills are taught in the library. It is a continuing perception that story time is not learning time in the K-4 grades. In LIBS 6110 and LIBS 6900, emphasis is placed on the integration of library skills with grade curriculum. This is an AASL standard. However, in practice many librarians who are sponsoring our students are not following the practice. In response to this, preparation for creating curriculum will emphasize formation of essential questions for a set of student texts. When students create their text sets in Libs LIBS6110 (now LIBS6105), they will create a set of essential questions for the non-fiction centerpiece text.

Artifacts collected for Standard 1 elements			
1.e Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.			
--know their students, families, and communities;	Analysis of the school in edTPA	Reflection	
--use data and current research to inform their practices;	Choice of AASL, NCATE, Empowering Learners standards	Remediation	Accommodations
--use technology in their practices; and support student learning through their	Need to address use of technology in the lesson		professional services.
1.f Candidates for other professional school roles are able to create positive environments for student learning.			

--the developmental levels of students with whom they work;	Age appropriate lesson / materials		
the diversity of students, families, and communities;	Accommodations	Reflection on lesson	
1.g Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.			
	edTPA rubric and TEAM embed dispositions		

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

DOCUMENT 0400-COMPREHENSIVE-EXAM-MED-ADSU-LIBS INDEX

Folder 0400 COMPREHENSIVE-EXAM Contains:

0400-COMPREHENSIVE-EXAM-MED-ADSU-LIBS INDEX
0401-NCATE-STANDARD(S)-MET-WITH-0400-COMPREHENSIVE-EXAM 0402-ASSESSMENT-COMPREHENSIVE-EXAM-MED-ADSU-LIBS
0403-ASSESSMENT-ANNOTATED-COMPREHENSIVE-EXAM-MED-ADSU-LIBS
0404-RUBRIC-COMPREHENSIVE-EXAM-MED-ADSU-LIBS
0405-DATA-TABLE-COMPREHENSIVE-EXAM-MED-ADSU-LIBS
0406-NARRATIVE-OF-CHANGE-COMPREHENSIVE-EXAM-MED-ADSU-LIBS
0407-1-WORK-SAMPLE-1-COMPREHENSIVE-EXAM-MED-ADSU-LIBS
0407-2-WORK-SAMPLE-2-COMPREHENSIVE-EXAM-MED-ADSU-LIBS
0407-3-WORK-SAMPLE-3-COMPREHENSIVE-EXAM-MED-ADSU-LIBS

MIDDLE TENNESSEE STATE UNIVERSITY

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

VISION

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

DOCUMENT 0401 NCATE STANDARD(S) MET WITH 0400 COMPREHENSIVE EXAM

1E HAVE AN ADEQUATE UNDERSTANDING OF PROFESSIONAL KNOWLEDGE

Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.

They

- know their students, families, and communities;
- use data and current research to inform their practices;

1F STUDENT LEARNING FOR OTHER PROFESSIONALS

Candidates for other professional school roles are able to create positive environments for student learning.

They understand and build upon

- the developmental levels of students with whom they work;
- the diversity of students, families, and communities;
- and the policy contexts within which they work.

1G DISPOSITIONS

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.

Fairness and Ability of all students to learn

Standard 1	Artifact 1
Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.	
--know their students, families, and communities;	Case study exam questions meets all of the standards. Cataloging questions and author/title questions address knowledge needed to server P-12 students and teachers.

--use data and current research to inform their practices;	
--use technology in their practices; and support student learning through their professional services.	
Candidates for other professional school roles are able to create positive environments for student learning.	
--the developmental levels of students with whom they work.	
--the diversity of students, families, and communities.	
Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Fairness and Ability of all students to learn	

EVALUATION

*You have been in **Dave Grohl Middle School** for three years. Your tenure year is your FIFTH year (new rules). The evaluation by your principal is a major deciding factor. The Tennessee State Legislature has delayed using student scores from PARCC or TCAP tests as part of librarian's evaluation. The future is uncertain in regards to using student results to determine teacher effectiveness. But you want to be prepared for any result so you must be able to address all 3 of these issues.*
***What** will you do in the next year to ensure that the students achieve highly on achievement tests?*
*Choose **ONE** of the courses by academic area, [in the Resources section]*
Identify & describe

- *the skills being taught to those students,*
- *the process models that you would use and why you chose these (Kuhlthau, Big6, etc.)*
- *activities to teach the skills to students,*
- *assessments to see if the students attained the skills.*
- *Identify **pros and cons** of being evaluated in this manner.*
- *Describe an **assessment** of **your professional** skills that you think would be valid and reliable.*

HINT: Good library practice does not incorporate all skills into all subjects in a one-year time period. A Scope and Sequence was used in Libs 6110 and Libs 6200 (Big Six).

CENSORSHIP:

You are the librarian in a rural elementary school with 400 students. Mrs. Oaks (mother of 4th grader) is challenging the presence of Harry Potter and the Chamber of Secrets in the library. She wants it totally removed from the library citing its positive image on the use of magic, the prominence of the basilisk (snake), and the plot of the evil antagonist taking over the will and mind of a young girl. The parents of a 1st grader are challenging Lane Smith's picture book, It's a Book. The objection is to the use of the word 'jackass'. The parents of a 6th grader are challenging the presence of A Wrinkle in Time citing its promotion of Christianity.
*What are the steps you **should already have taken** in anticipation of such events?*
What will you do now that challenges have occurred? [you may treat each challenge individually or together]

LEADER

Previous AASL standards in Information Power in 1988 and 1998 suggest that librarians are "curriculum leaders". Use Empowering Learners principles and common beliefs that support librarian as Curriculum Leader. Describe your conception of a "curriculum leader". What knowledge do you believe would be essential in order to be an effective "curriculum leader"? Give your ideas of how you work with teachers and administrators to improve the media center's impact on curriculum.

FIRST LIBRARIAN

You are the first librarian in a school that has had a library with no supervision. You find books on the shelves and in boxes. The books are in no recognizable pattern. There is a card catalog, but no shelf list.

20 years of periodicals remain in the back room, unbound. There are numerous "illegal" videos. How will you handle the problem of organizing the library into a workable unit of the school? Only include organizational plans, not program plans. Provide an outline of steps that you will take to organize the library. Label each step with a priority code of 1-5 (1 highest, 5 lowest) and a time frame (e.g. 1 mo out, 1 yr out, 5 yrs out, etc.)

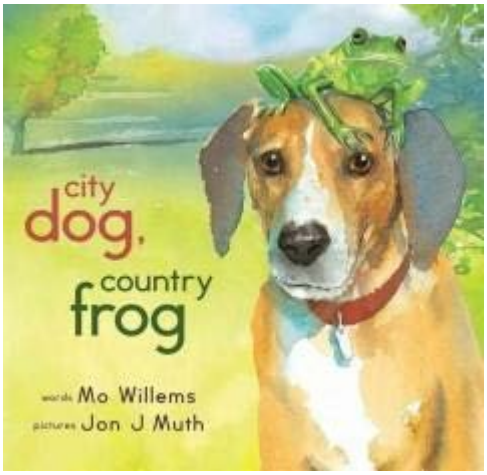
GRANT COMPUTERS

A grant has placed 35 new tablet computers in your K-5 library along with wireless high-speed Internet connections and a web-based OPAC. You have three years to fully integrate the use of these tools into the school's curriculum, meaning that all students and teachers will use them to supplement and complement their lessons. The following conditions are in place: you have a supportive principal; grades K-2 (300 students) are on a fixed library schedule; grades 3-5 (310 students) have a flexible schedule; you have a full-time aide.
Outline month-by-month (Aug-July) your first-year plan for the library program to accomplish this integration
Include Information literacy skills
Use Empowering Learners principles as support for your decisions
Identify possible obstacles and your approach to overcoming them

CATALOG THIS

Using the rules of Libs 6120, ISBD, AACR, MARC--Create an original Marc record for this item. NO SUMMARY IS REQUIRED; NO SUBJECT HEADINGS ARE REQUIRED. The information below contains Area 1, Area 2, Area 4, Area 5, Area 7, Area 8 information. All access points should be included. information about an item will be presented to you in this form: you must change it to a MARC record with AACR punctuation. *THIS IS NOT THE RECORD YOU WILL BE GIVEN FOR THE EXAM. IT IS ONLY AN EXAMPLE.*
THIS IS THE LABELLED LIST RECORD

City dog*, *country frog */ words, Mo Willems ; pictures, Jon J. Muth.*



title age has this same information

Language: English
Publication Information: Published by Hyperion Books for Children (New York) in 2010.

Edition: no edition is listed

Physical Description: no numbering on pages; color illustrations….10.3 inches high

Publication Type: Book

Document Type: Fiction

Subject Terms:

Friendship -- Juvenile fiction
Dogs -- Juvenile fiction
Frogs -- Juvenile fiction
Picture books for children

Abstract: Summary: Through the seasons, whenever City Dog visits the country he runs straight for Country Frog's rock to play games with him, but during the winter things change for them both.
Notes: Media: watercolor.
A Junior Library Guild selection
Hornbook Review: 4.8

ISBN: 1423103009 (reinforced) : 9781423103004 (reinforced) : LCCN: 20109224

PRINT V. MEDIA

Thoroughly examine the issue of print media versus electronic media in the high school library. Consider that some print reference items are being replaced by electronic versions and the print editions will no longer be available. There are school libraries withdrawing all print materials. Fiction is downloaded on e-readers and the reader is checked out. Students may download on their own devices. All aspects should be covered such as cost, use, access, technical support, etc. Both sides of the issue should be presented and supported logically.

CENSORSHIP:

You are the librarian in a rural, conservative elementary school with 400 students. Mrs. Oaks (mother of 4th grader) is challenging the presence of Harry Potter and the Chamber of Secrets in the library. She wants it totally removed from the library citing its positive image on the use of magic, the prominence of the basilisk (snake), and the plot of the evil antagonist taking over the will and mind of a young girl. The parents of a 1st grader are challenging Lane Smith's picture book, It's a Book. The objection is to the use of the last page. From Mother Reader (http://www.motherreader.com) At the very beginning of this book, we are introduced to the characters — a mouse, a monkey, and a jackass. That's the hint. The payoff comes after the monkey has explained to the jackass the concept of a book throughout the story, and ends with the line, "It's a book, Jackass." Does the capital letter diffuse the controversy? Why or why not?
What are the steps you ***should already have taken*** *in anticipation of such events?*
What will you do now that challenges have occurred? [you may treat each challenge individually or together]
Does the community's standing as conservative affect your decision? If it were a liberal community would your decision be affected? Can you cite any legal cases that support your answer to this?

What are the necessary elements in a defense rationale for an item that has been challenged?

FIVE YEARS

You have been in your K-6 library for five years. You have successfully implemented a partially fixed/flex schedule, have a complete curriculum map, have a 60% collaboration rate with teachers, and have weeded the collection to match the curriculum. A new principal places little value on the library's integration into curriculum. You are not assigned to any committees and have been "asked" to move into the rotation schedule to provide planning time for teachers. The portion of your schedule that is flex is being "reconsidered". Write a description of all that you will do to defend your program and to maintain it as it is.

IN SERVICE

Please outline the topics for an in-service (to district principals) on Information Literacy. Expand each topic and provide a storyboard for the PowerPoint presentation that you will use for the in-service. Include one of the process models to teach information literacy skills. Include Empowering Learners principles and library skills. Remember: principals are interested in bottom line influences on academic achievement. Citation of research will be vital.

KIDLIT AUTHORS

FILL IN ALL BLANK CELLS WITH ANY WORK THAT MATCHES. The first one is finished (HIGHLIGHT SHOWS WHAT I ADDED). Answer on this table; do not use a bluebook! ***[THE LIST WILL CONTINUE UNTIL IT CONTAINS 35 PROMINENT YOUNG ADULT / CHILDREN'S AUTHORS OR ILLUSTRATORS.***

Author	*Genre Most Often Writes In*	*Major Work*
Elizabeth George Speare	*Historical Fiction*	*The Witch of Blackbird Pond*
	Science Fiction	*Stranger in a Strange Land*
	Realistic fiction (or nonfiction since the statements can be construed as true statements)	*A Hole is to Dig*

READING

Reading fluency is most affected by extensive reading.
Discuss a program that will attract and influence teenagers to keep on reading after elementary school.
What types of materials and sources will you provide?
What kind of programs will you provide?
From whom can you seek help?
What proof can you provide that the program will work?
Specific AASL principles, experts, authors, and teen-friendly materials (all media) should be cited.

LIBRARY TYPES

Compare and contrast school libraries, public libraries, academic libraries, and special libraries. Include characteristics, clientele, funding sources, services, collection, personnel and their qualifications, the size of the library, current issues (if any), etc.

PEW

A 2013 Pew Research Center survey's major findings include:

Who has home broadband? New data and resources

August 28, 2013

By Kathryn Zickuhr

In case you missed it, we just released our latest data on home broadband adoption among American adults:

- ***Some 70% of American adults ages 18 and older have broadband at home as of May 2013.***[1] *Another 3% of adults go online at home via dial-up.*
- ***One in ten adults (10%) lacks home broadband but does own a smartphone.***

The report also found that demographic groups with the highest rates of home broadband adoption continue to be college graduates, adults under age 50, and adults living in households earning at least $50,000, as well as whites and adults living in urban or suburban areas. (More data on broadband adoption by different demographic groups is available in the full report.)

The Census Bureau's July 2011 Current Population Survey found that about 98% of U.S. households live in areas where they have access to broadband Internet connections as of July 2011, although only 69% of households used broadband at home at that time.[2] *Our previous research has found that many dial-up users cite cost and access as the main reasons they don't have broadband, though for adults who don't use the internet at all, a lack of interest is often the main issue.*

One in ten adults owns a smartphone but lacks home broadband

In recent years internet-connected mobile devices such as smartphones have exploded in popularity, offering an alternate form of "home" internet access (some 56% of American adults own a smartphone of some kind.)

Though smartphones have often been heralded as a way to "bridge the digital divide," it's unclear whether smartphones qualify as "broadband" speed, or whether they offer the same utility to users as a dedicated home internet connection.

However, smartphones do offer a potential source of online access to individuals who might otherwise lack the ability to go online at all from within the home, even if that access is somewhat limited in comparison. And indeed, our report also found that 10% of American adults own a smartphone, but lack a broadband connection at home.

Our data shows that while counting smartphones as a form of high-speed home internet access helps narrow the differences between some demographic groups, it actually widens the gap between others. For instance, the following chart shows that while blacks and Latinos are less likely to have access to home broadband than whites, factoring in their use of smartphones does nearly eliminates that "gap."[3] Yet including smartphones actually exacerbates differences in "broadband" adoption rates when we look at adoption by age group, due to the fact that younger adults are much more likely to own smartphones than older adults.

Broadband and smartphone adoption by race/ethnicity, age group

Among all American adults ages 18 and older, the % in each group who…

		% with home broadband (total)	% who have a smartphone (total)	% who have broadband or smartphone	% who have smartphone only
Race/ethnicity					
a	White, Non-Hispanic (n=1571)	74[bc]	53	**80**	6
b	Black, Non-Hispanic (n=252)	64[c]	64[a]	**79**	15
c	Hispanic (n=249)	53	60	**75**	22
Age					
a	18-29 (n=404)	80[cd]	80[bcd]	**95**[bcd]	15
b	30-49 (n=577)	78[cd]	67[cd]	**89**[cd]	11
c	50-64 (n=641)	69[d]	45[d]	**77**[d]	11
d	65+ (n=570)	43	18	**46**	3

Source: Pew Research Center's Internet & American Life Project Spring Tracking Survey, April 17 – May 19, 2013. N=2,252 adults ages 18+. Interviews were conducted in English and Spanish and on landline and cell phones. The margin of error for results based on all adults is +/- 2.3 percentage points.

Note: Percentages marked with a superscript letter (e.g., [a]) indicate a statistically significant difference between that row and the row designated by that superscript letter, among categories of each demographic characteristic (e.g. age).

Rural broadband adoption and access

Our report finds that urban adults and suburban adults continue to be significantly more likely than adults living in rural areas to have home broadband. This gap persists even when smartphone ownership is factored in, as shown in the following chart.

Broadband and smartphone adoption by community type

Among all American adults ages 18 and older, the % in each group who…

		% with home broadband (total)	% who have a smartphone (total)	% who have broadband or smartphone	% who have smartphone only
a	**Urban** (n=763)	70[c]	59[c]	**80**[c]	10
b	**Suburban** (n=1037)	73[c]	59[c]	**83**[c]	10
c	**Rural** (n=450)	62	40	**70**	8

Source: Pew Research Center's Internet & American Life Project Spring Tracking Survey, April 17 – May 19, 2013. N=2,252 adults ages 18+. Interviews were conducted in English and Spanish and on landline and cell phones. The margin of error for results based on all adults is +/- 2.3 percentage points.

Note: Percentages marked with a superscript letter (e.g., [a]) indicate a statistically significant difference between that row and the row designated by that superscript letter, among categories of each demographic characteristic (e.g. age).

Though our research focuses on adoption instead of physical access or connection speed, data on these issues and more is available in the report "Broadband Availability in Urban vs. Rural Areas" (pdf) from the National Telecommunications and Information Administration (NTIA).

Government data and resources

The Census Bureau has state-by-state data on home internet, computer, and smartphone use from its July 2011 survey, which is also used by the National Telecommunications and Information Administration (NTIA) in "Exploring the Digital Nation: America's Emerging Online Experience." The NTIA report includes data on types of broadband connections, internet and broadband costs, state-level data, and data for smaller demographic groups such as Asian Americans and American Indian and Alaska Natives.

The NTIA's interactive National Broadband Map also has lots of data on topics such as types of broadband connections, connection speeds, number of broadband providers, or area demographics by state, county, metropolitan area, and more. For more, see ntia.doc.gov/data.

1. *For our broadband definition, we asked people who said they used the internet at home the following question: "At home, do you connect to the Internet through a dial-up telephone line, or do you have some other type of connection, such as a DSL-enabled phone line, a cable TV modem, a wireless connection, or a fiber optic connection such as FIOS?"* ↩
2. *"Exploring the Digital Nation: America's Emerging Online Experience." National Telecommunications and Information Administration and Economics and Statistics Administration, June 2013. http://www.ntia.doc.gov/report/2013/exploring-digital-nation-americas-emerging-online-experience pp 1-2.* ↩
3. *The US Census Bureau has found similar trends in its own research. See Thom File, U.S. Census Bureau, "Computer and Internet Use in the United States." Issued May 2013, based on the July 2011 Current Population Survey. http://www.census.gov/prod/2013pubs/p20-569.pdf pp 11-13.* ↩

What will you do in your library program to incorporate these findings? Address all Policies, Practice, Dispositions, Acquisitions, and Public Relations.

8TH GRADE:

*The **8th grade** class will use the library for four days for a research project dealing with the Civil Rights era of 1962-1970.*
Please create a LIST of the literacy skills that you think they will need to complete the project.

Create a three lesson unit for the class.
For EACH lesson:
Include the title of the lesson
Include the objectives (general description)
The literacy skills from the list in #1 that match this lesson
The activities
The assessment you will use
Number each part (1, 2) and with part 2, label each lesson as LESSON 1, LESSON 2, LESSON 3. Make sure that the grader can understand the relationships in the lesson.

BELL

Joseph A. Bell Elementary School has just been designated as a charter school focusing on Science and Math. You have been hired as the librarian and have one month to realign the library ***collection*** *with the curriculum for GRADE 3.*
Create a detailed plan to accomplish the task.
Identify the DDC summaries that you will align.
Include the selection aids that you will use.
Here IS THE CURRICULUM FOR THE YEAR:
Number Sense and Operations Strand
PLACE VALUES TO 6 DIGITS
ORDERING
COUNTING BY TEN
ADDING / SUBTRACTING 3 DIGIT NUMBER
NUMBER SENTENCES
ROUNDING TO THOUSANDS
MULTIPLICATION TABLES TO 12
CONSUMER MATH - MONEY
Geometry Strand
NAMES OF POLYGONS
TRIANGLES
Measurement Strand
TIME
UNITS OF TIME
MILITARY TIME
TIME ZONES IN U.S.A.
Patterns, Relations, and Algebra Strand
FINDING PATTERNS AND SEQUENCES

DEBATE CLOUD

Argue the pro or con side of this resolution (your choice). Include evidence of knowledge of specific tools, limitations, possibilities of digital media. Budgetary considerations must also be addressed—equipment to access, staff supervision, etc.

***RESOLVED**: In regards to a library collection program, library collections of 'cloud' and web-based tools should be relegated to a minor role. (not used)*

STANDARDS IN LIBRARIES

Create a mind map (graphic organizer) for the evolution of standards in school librarianship.

NEW TOMORROW

Margaret Alexander Edwards wrote the following in 1969:

> *With all its machinery for charging out books, organizing, preserving, and dispensing information, with all its technicians trained to operate the machinery, the public library is as new as tomorrow. As for professional services to the individual and the community, however, the library is becoming an anachronism. Never effective in dealing with the nation's reading problems, the library is slipping further and further behind the times."*

What does she mean, "the public library is as new as tomorrow"? How can the main emphases of Common Core make the library relevant " in dealing with the nation's reading problems"?

CURRICULUM FOR ELEMENTARY SCHOOL

Create a mind map (graphic organizer) for a library curriculum program for the 2nd and 3rd grade.

OUTSIDE INFLUENCES

Explain in sufficient detail how the following have affected the teaching of library information skills:

- *NCLB*
- *Common Core*
- *Empowering Learners*
- *Race to the Top in Tennessee*
- *The TEAM rubric for librarians*
- *Legal cases that affect intellectual freedom in the school library*

CONSTITUENCIES

School library media centers provide services and information access to several constituencies: students, parents, faculty, staff, administrators, and others in the school's community.
Identify the services and types of information access that could be provided to each of these groups.
Explain how you will promote these services.
Identify the steps you must take to insure that you are meeting the needs of the various groups.

Explain how you will evaluate your library program to be sure that it is providing appropriate services and meeting the needs of all constituencies.

DIGITAL

In your middle school (grades 6-8), the English department teachers have asked you to add e-readers and e-books to the school collection. Your school has a free/reduced lunch population of 32%. There are 4 visually impaired students and 2 hearing impaired students in the school. Write your response to the request.

COLLABORATION

Collaborative teaching is the model for school librarians. Identify the obstacles to collaboration and propose a solution for each obstacle.

CHOICES

Which of these is more important as a goal for you?
Encourage students to become information literate, independent learners, and socially responsible in their use of information and information technology.
Encourage and engage students in reading, writing, viewing, and listening for understanding and enjoyment.
Support your choice with professional sources and explain why you made this choice.

RURAL

You are the librarian in a rural high school with 562 students. A group of students wants you to buy the Turner Diaries. What are the steps you should already have taken in anticipation of such an event? What will you do now that it has occurred?

PRINCIPAL

Read the enclosed article and write on the following ideas. Cite the article, Information Power, and any other sources (such as Woolls or Curry Lance). Please use the number of the question and use headings (as in APA):

1. *If the word "Librarian" is substituted for "Principal" in this article, what meaning does it have for you?*
2. *What surprised you most about the article?*
3. *Identify which ideas in the article apply to librarianship, how you think they apply, and why you think they are applicable to the profession.*

4. *Choose four of the seven goals numbered in the article. Identify specific programs or strategies that you would use to achieve these goals, as they would pertain to a library.*

HERE IS THE ARTICLE

The Contemporary Principal
New Skills for a New Age
By Kathy Checkley
Volume 42, Number 3
May 2000

The search is on. From Old Saybrook, Conn., to Salinas, Calif., from Patch Grove, Wisc., to Plano, Tex., schools across the United States are on the lookout for strong leaders. This would be good news, except for one problem: there may not be enough strong leaders to go around.

That's the message from superintendents who, in Education Week articles published earlier this year (see Resources, below), reported difficulty in finding principals who are capable of providing effective leadership. One reason for this, the superintendents suggested, is that the definition of "effective leadership" has changed significantly. The contemporary principal has to manage far more than the administrative tasks traditionally associated with running a school. As the composite advertisement at left indicates, school leaders today can expect an increasingly complex and demanding job.

Changing Schools, Changing Roles

Schools today "are in the midst of examining the proper work for teachers and the proper work for students," says David Holdzkom, assistant superintendent for research, development, and accountability in Durham (N.C.) Public Schools. "As we redefine what teachers do as professionals, we must, by necessity, redefine how school leaders operate."

Holdzkom was able to explore firsthand how school leaders operate when he served as an interim principal at a school in his district last year. ("I was principal by day, superintendent by night," he chuckles.) The experience reaffirmed his belief that the key role of the contemporary principal is to serve as an instructional leader who, in turn, promotes teacher growth. "I, as principal, was in no position to teach the 600 boys and girls at that school," Holdzkom says. "I had to trust the teachers to do the teaching."

What he, as principal, could do was help teachers identify instructional goals and offer his support as they worked toward achieving those goals. Holdzkom observed teachers in the classroom and provided constructive feedback, for example. He encouraged teachers to watch one another teach, to

learn from one another. He made sure that teachers had adequate supplies. "My job was to make it possible for teachers to do their job better."

Holdzkom points out that his task was made easier because he understood his district's vision of what student learning looks like and knew what instructional approaches supported that vision. Once it's clear what the ultimate objective is, he states, principals can then ask teachers, How can we reach that goal?

Data Driven, Goal Oriented

[Goal 1]

"You have to have a vision about where things need to go and be committed to that vision," agrees Mel Riddile, principal at J.E.B. Stuart High School in Fairfax County, Va. However, he adds, the goals "will be different depending on where you work," and based on the unique needs of students at each school.

At J.E.B. Stuart, for example, a needs-assessment survey revealed to Riddile and his staff that students needed to improve their reading skills. "So one of our goals is to have all students reading at grade level by the 11th grade," he explains, adding that such a goal would not have been a focus at other schools where Riddile served as assistant principal.

[Goal 2]

School leaders must determine the learning needs of the school's population and then create an instructional program to meet those specific needs, Riddile asserts. At J.E.B. Stuart, Riddile and his teachers "looked at the options and determined that the problem was not going to be solved by hiring a reading teacher." Instead, all of the teachers would need to teach reading and would, therefore, need training in how to do it well.

Still, says Riddile, school leaders must not be afraid to suggest a change if the data show that the chosen instructional approach isn't working. "You have to measure what you're doing. We give students pre- and post-tests to see if they're making improvements." The results indicate what adjustments need to be made. "If all students aren't learning, we've got to try another way," he maintains.

[Goal 3]

Principals "have to be more nimble, more agile"—able to make decisions more quickly, agrees Alice Maniloff, assistant director of the Principals' Executive Program at the University of North Carolina. She recalls an "eye-opening" seminar she attended at which the vice president of a technology company described the fast-paced, always changing environment of her workplace. At that company, says Maniloff, employees adopt a "Web-year" mentality—at the end of every three-month cycle, those employees expect change to occur.

It would be helpful for principals and teachers to see change as inevitable and positive, Maniloff asserts. "Imagine what that would mean for students!" she exclaims. "Wouldn't it be fabulous? If a student isn't doing well," a teacher could modify instruction and "get to him before he fails."

[Goal 4]

Sharing Responsibility, Authority

Of course, the kind of learning environment Maniloff and others envision requires a school leader to "clearly articulate the vision and create a sense of mission," but then empower others—especially teachers—to carry out that mission, says Jean Brown, director of the Los Angeles Unified School District's Administrative Academy.

Indeed, many of the sessions that administrators attend at the Academy focus on "how to bring people together" and how to then harness that collective energy, says Brown. Some activities help administrators learn how to identify the natural leaders among the staff who can help bring other teachers along. If improving reading is a goal, for example, administrators are encouraged to find a teacher leader with strong skills in reading instruction who can share his effective strategies with his colleagues. "In this way, developing the staff is not the sole responsibility of the principal," Brown states.

Nor should developing the staff—or indeed making any instructional decision—be the sole responsibility of the principal, experts contend. That's the ironic twist of leadership: a principal is ultimately accountable, but not solely responsible, for success.

[Goal 5]

"You have to have the ability to give power away, to trust in the ability of others to do a good job," says Josie Rivera, principal at William Wood Elementary School and Guadalupe Elementary School in Victoria, Tex. Last year, Rivera was named a National Distinguished Principal by the National Association of Elementary School Principals. It was partly the academic success of students at both schools that brought her such recognition, but Rivera gives the credit to the leadership of the teachers.

First, however, Rivera had to build within teachers a desire to be empowered. "It started out slowly here," she recalls. "Teachers would ask me, 'What do you think of this?' 'Should I do that?' I would tell them, 'That's your decision to make.'" As her teachers became more accustomed to making decisions and overcame their uncertainty, "they became confident in their own expertise," Rivera says, adding that she then became a sounding board and cheerleader for their ideas.

"Principals should be visionary and allow teachers to take risks"—and that means allowing for some mistakes, Rivera maintains. "If the teacher wants to try something and it doesn't work out, we need to learn to ask, What did we learn from that?"

Riddile agrees. "Teachers may have answers, but may not realize they have the answers," he says. The leader's job, therefore, is to encourage teachers to test their ideas while always monitoring student progress. Teachers, Riddile submits, must become the scientific explorers of their profession. "When the Apollo astronauts went to the moon, they were on course only about 10 percent of the time," he points out. The astronauts had a vision, and they had a mission—"they knew where they were going, but they had to keep making adjustments along the way." No one thought of those adjustments as failures, and educators shouldn't either, he asserts. "There is no failure, only feedback."

Fighting Tradition, Building Trust

As ideal as it sounds, establishing a culture that supports teacher leadership and shared decision making is easier said than done, experts caution.

For one thing, most educators today grew up in a time when "the boss was supposed to be able to do everybody's job," says Holdzkom. As a result, teachers and principals alike have to overcome old, ingrained notions of leadership, he explains.

Today's leaders have to establish school cultures that help teachers "feel like they are equals," but teachers "often make decisions based upon what they think 'the boss' wants," notes Clete Bulach, director of the Professional Development Center at the State University of West Georgia. "That's really not shared decision making."

The problem often results when principals and teachers have a rather vague notion of what shared decision making is, Bulach adds. "Many leaders do not clearly explain the role of the subordinate in the decision-making process." So, teachers give their input and are disappointed if the principal's ultimate decision doesn't reflect their thinking. Teachers, he observes, are then less inclined to engage in the process.

Such disillusionment can be avoided, Bulach insists, if school leaders learn to do just two things: listen and communicate. To lead others "is a human thing," he notes. "To be effective, you have to have well-developed human relations skills."

[Goal 6]

"Listening," Bulach continues, "is one of the most critical skills any leader can develop. Listening conveys caring, and when people know you care, they begin to trust. Once they begin to trust, they open up and take risks."

"A principal should always listen and show teachers that she's willing to help them," states Rivera. It's all too easy to become distracted by the day-to-day minutiae, she admits, so she has a very practical, simple solution for other principals. When a teacher seeks you out, "put everything down and turn so that you're facing the person," she instructs. Rivera even went so far as to arrange the furniture so that she's facing the wall when she's sitting at her desk. "That way, if someone comes in, I have to

physically turn around in my chair," she explains. "There is no barrier between us—just one-on-one communication."

There are other tangible ways for principals to show they're listening, such as acting on the feedback they receive, adds North Carolina's Maniloff.

For example, administrators in the Principals' Executive Program are evaluated anonymously by teachers at their schools. "This way principals have an idea of what teachers think of their leadership" and where they think improvement is needed, Maniloff explains. She recalls that when she was a principal, she also went through the program, and teachers indicated that she didn't spend enough time celebrating the school's accomplishments. "They actually told me whom I should put in charge of celebrations," Maniloff remembers with a laugh. "So, I put that person in charge, and it worked. Every faculty meeting from then on included time for celebrations."

Ceremonies and celebrations are about focus and purpose, states Riddile, who tells teachers to "always remember why you do this." He sends the same message to students, parents, and other community members through the Outstanding Effort Award. Every quarter, J.E.B. Stuart High School holds a reception for honored students and their families to thank them for their continued effort. The gathering is a "win-win situation for everybody," Riddile says.

[Goal 7]

It's important for school leaders to make such connections with parents and the community, Brown affirms. A principal for 10 years, Brown would regularly solicit input from parents and community members to help guide the direction of the schools she managed. She also felt it was important to provide parents with training. "When we began a new math program at one school, we conducted a family math program in the evenings so parents would understand the program," she explains. The same strategy was used when the school implemented a new reading program.

These kinds of efforts are critical for strengthening the bond between school and home, Brown states. Often, she observes, when "an administrator keeps the community involved and informed, he or she finds that the goals of the parents and the school are not so very far apart."

An Honor and a Privilege

For her part, making time for honoring achievement and taking pleasure in accomplishments is now something Maniloff wholeheartedly supports. She is an unabashed, self-proclaimed champion of the principalship. "It's such hard work," she says, "but in the life of the principal, you get to see things that just make your heart sing."

It's those moments, Riddile adds, that "energize" good leaders. It's a tough job, he concedes, but "extroverts like myself get charged from being around a lot of people" and from the opportunity to solve problems. "It's really important to know why you're doing this job," he notes, adding that he

became a school leader because "as principal, I know I can make a difference."

Exploring the Role of the Principal When Kathy Birkett became principal at Neuqua Valley High School in Naperville, Ill., she made all the mistakes that first-year leaders often do. "I think my goal was survival," says Birkett. "I spent way too much time on administrivia and too little time on what really counts," such as the students and staff and community ties.

Birkett, now more seasoned, is one of seven principals featured in the ASCD video-based professional development program The Principal Series. The series is designed to help school leaders establish a personal plan to develop the skills essential to the principalship and motivate them to act on that plan.

The video series should also give those considering a career as a principal a good idea of how demanding and potentially all-consuming the job can be.

"I'm often asked to give tips to budding administrators," says Birkett, who has a continually growing list of suggestions. She tells those future administrators "to spend a lot of time looking at team and interpersonal dynamics," to analyze "how comfortable you are in being embroiled in controversy and having to make a stand," and to really explore what taking such a job will mean to them personally. Prospective principals "have to take a look at the work load" and decide if they're really willing to make such a commitment. The principalship "is a change in your personal life," Birkett says. "Balance is a constant issue."

Other ASCD Resources: On Becoming a School Leader: A Person-Centered Challenge. This book by Arthur W. Combs, Ann B. Miser, and Kathryn S. Whitaker describes person-centered leadership. The premise: rather than relying on outdated ways of managing schools, principals and other leaders must pay attention to the people issues of the school.

The Power and Promise of Meaningful Leadership. In this live audio recording from the 1999 Annual Conference and Exhibit Show, Cile Chavez discusses the need for school leaders to create learning environments that focus on building trust and hope among all staff.

ASCD's Professional Development Online: Effective Leadership. This Web-based, interactive course introduces a variety of techniques and tools to help principals and other administrators hone the skills that will enable them to lead successfully in times of change.

For more information on any of these resources, call ASCD at 800-933-2723 or 703-578-9600. Or visit the ASCD Online Store at http://www.ascd.org.

Online Resources Education Week. "You seldom find a good school without an effective leader," states Steve Drummond, deputy managing editor for Education Week.

That observation helped to inspire editors at Editorial Projects in Education Inc., which publishes Education Week, to launch a two-year special project that examines leadership in education. During the next two years, says Drummond, readers can look for various articles designed to promote discussion about how the jobs of principals and superintendents are changing and to explore the implications of that change.

Education Week's special projects can be found on the Web at http://www.edweek.org.

Education World. Several articles related to the issues associated with school leadership can be found on the Web at Education World. Go to http://www.education-world.com. Then, click on Administrators, located in the Quick Browse box. Then, click on School Principal Resources.

Middle Tennessee State University
POB 91 Murfreesboro, Tn 37132
M.Ed. in ADSU, concentration in **Library Science**
Comprehensive Exam Questions **ink or pencil is acceptable**

This exam will be graded by
Professor Sanders or Professor Boudreau-Henry.

Tips and Directions:

- Each question is answered in its own bluebook
- On the front of **each** bluebook include the question number and the short title that is provided
- On the front of **each** bluebook, include your name
- **Writing style** is graded as well as content. Cross-outs and other errors count against your scoring
- You may use the back or covers of the bluebooks to make notes/outline etc.
- Use sources, but do not include a list of references—just cite within the essays with the author/date form that APA uses.
- Use of expected sources should include *Empowering Learners*, Barbara Stripling, Big Six, David Loertscher, Stephen Krashen, AASL and ALA position statements, Keith Curry-Lance, Carol Kuhlthau, *Standards for the 21st Century Learner* and others that are important.
- All answers will include accommodation for students of differing learning abilities.

Here You go….get started

All students will answer this question:

QUESTION A: MARC RECORD—

SPEND NO MORE THAN **15 MINUTES** ON THIS QUESTION

Question A*: Short title is* **MARC RECORD**
Using the rules of Libs 6120, ISBD, AACR2, MARC--Create an original **Marc record** for this item. Create a MARC worksheet in your bluebook with each field tag on a separate line. NO SUMMARY IS REQUIRED; **NO SUBJECT HEADINGS ARE REQUIRED**. The information below contains Area 1, Area 2, Area 4, Area 5, Area 6, Area 7, Area 8 information. The Main and Added Entries (Access Points) should be included in the MARC record. *THIS IS NOT A BLOCK RECORD. A list of MARC tags is on the next page.*

- Title: The Selected Works of T.S. Spivet
- Series title: Folk tales for young people ; no. 4
- Author: Written by Mo Willems and illustrated by Jon Bluthe
- Reading level: Ages 4-8
- Hardcover: 64 pages
- Publisher: Hyperion Books Chicago; 1 edition (June 8, 2010)

- Summary: Ten-year old T.S. Spivet is a cartographer who draws maps of everything he encounters.
- Subject headings: Maps-Juvenile fiction. Cartography—Juvenile fiction.
- Language: English
- ISBN-10: 1423103009
- LCCN: 20109224
- Product Dimensions: 10.3 inches high by 5 inches wide
- Hornbook Review rating: 4.8 out of 5
- Awards: Caldecott Honor book, 2010

You may use the covers of the bluebooks for organizational notes. Use outlines, webs, lists to identify the ideas you want to cover in the answers. 15 minutes per question is built into the time expectations for each question. Each answer usually covers at least 5 pages of the bluebook. Do not write repetitively; redundancy will be penalized. You may use pen or pencil and write on both sides of the pages of the bluebook.

Questions 2 &3: Choose 2 of the following choice questions.

CHOICE1: Short title is IN SERVICE [70 minutes minimum]

a) **Outline** the topics for an in-service (to district principals) on Information Literacy.
b) **Use at least 3 levels for each entry i.e. A. 1. a. b. 2. a. b. B. 1. a. 2. A.** Okay to violate the rule of outlining by having only one subheading.
c) Expand each topic and draw a storyboard for the PowerPoint presentation that you will use for the in-service. Include one of the **process models** to teach information literacy skills. Include *Empowering Learners* principles and library skills from *Standards for the 21st Century Learner*. Remember: principals are interested in bottom line influences on academic achievement. Citation of research will be vital to success in this question.

CHOICE2: Short title is READING [70 minutes minimum]

The summer reading program in Beaumont Middle School is focusing on the American Civil War. The project collaborates with the local public library. The middle school classes are

within walking distance of the public library. Each class of 23 students can visit the public library up to 3 times.

You decide that you need to complete these tasks:

Create a LIST of the literacy skills (BigSix and Standards for the 21st Century Learner) that you think they will need to complete the project.

1. Outline **three** sessions of programming for the project
2. For EACH session:
    a. Include the title of the session
    b. Include the objectives (general description)
    c. The literacy skills from the list in #1 that match this session
    d. The activities
    e. The assessment you will use

Number each part (1, 2) and with part 2, label each lesson as SESSION 1, SESSION 2, SESSION 3. Make sure that the comprehensive exam grader can understand the relationships between the sessions.

CHOICE3: Short title is NCLB [70 minutes minimum]

Explain the relationship between NCLB, Common Core Standards, and the effective library program.

RESOURCES FOR THE EXAM START HERE

Marc Tags

020 $a ISBN

082 $a DDC class number $b author number

100 $a Main entry; personal name; this is a person who is primary creator – author (INDICATORS NEEDED)

245 $a Title proper, $b, subtitle, $c S of R (INDICATORS NEEDED)

246 $a Varying Form of Title

250 $a Edition

260 $a Publication Information

300 $a Physical Description

490 $a Series

500 $a General Note

504 $a Bibliography, Etc. Note

505 $a Formatted Contents Note

508 $a Creation/Production Credits Note

511 $a Participant or Performer Note

520 $a Summary

526 $a Reading Level

586 $a Awards That Item Has Won

700 $a Access Point (Added Entry) ; Personal Name; Someone Who Helped Create The Work. This Is Not a Subject for the Item. (INDICATORS NEEDED)

830 $a Series (INDICATORS NEEDED)

NCLB: No Child Left Behind

Three days after taking office in January 2001 as the 43rd President of the United States, George W. Bush announced *No Child Left Behind*, his framework for bipartisan education reform that he described as "the cornerstone of my Administration." President Bush emphasized his deep belief in our public schools, but an even greater concern that "too many of our neediest children are being left behind," despite the nearly $200 billion in Federal spending since the passage of the Elementary and Secondary Education Act of 1965 (ESEA). The President called for bipartisan solutions based on accountability, choice, and flexibility in Federal education programs.

Less than a year later, despite the unprecedented challenges of engineering an economic recovery while leading the Nation in the war on terrorism following the events of September 11, President Bush secured passage of the landmark *No Child Left Behind* Act of 2001 (NCLB Act). The new law reflects a remarkable consensus-first articulated in the President's *No Child Left Behind* framework-on how to improve the performance of America's elementary and secondary schools while at the same time ensuring that no child is trapped in a failing school.

The NCLB Act, which reauthorizes the ESEA, incorporates the principles and strategies proposed by President Bush. These include increased accountability for States, school districts, and

schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for States and local educational agencies (LEAs) in the use of Federal education dollars; and a stronger emphasis on reading, especially for our youngest children.

INCREASED ACCOUNTABILITY

The NCLB Act will strengthen Title I accountability by requiring States to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging State standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years. Assessment results and State progress objectives must be broken out by poverty, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. School districts and schools that fail to make adequate yearly progress (AYP) toward statewide proficiency goals will, over time, be subject to improvement, corrective action, and restructuring measures aimed at getting them back on course to meet State standards. Schools that meet or exceed AYP objectives or close achievement gaps will be eligible for State Academic Achievement Awards.

MORE CHOICES FOR PARENTS AND STUDENTS

The NCLB Act significantly increases the choices available to the parents of students attending Title I schools that fail to meet State standards, including immediate relief-beginning with the 2002-03 school year-for students in schools that were previously identified for improvement or corrective action under the 1994 ESEA reauthorization.

LEAs must give students attending schools identified for improvement, corrective action, or restructuring the opportunity to attend a better public school, which may include a public charter school, within the school district. The district must provide transportation to the new school, and must use at least 5 percent of its Title I funds for this purpose, if needed.

For students attending persistently failing schools (those that have failed to meet State standards for at least 3 of the 4 preceding years), LEAs must permit low-income students to use

Title I funds to obtain supplemental educational services from the public- or private-sector provider selected by the students and their parents. Providers must meet State standards and offer services tailored to help participating students meet challenging State academic standards.

To help ensure that LEAs offer meaningful choices, the new law requires school districts to spend up to 20 percent of their Title I allocations to provide school choice and supplemental educational services to eligible students.

In addition to helping ensure that no child loses the opportunity for a quality education because he or she is trapped in a failing school, the choice and supplemental service requirements provide a substantial incentive for low-performing schools to improve. Schools that want to avoid losing students-along with the portion of their annual budgets typically associated with those students-will have to improve or, if they fail to make AYP for 5 years, run the risk of reconstitution under a restructuring plan.

GREATER FLEXIBILITY FOR STATES, SCHOOL DISTRICTS, AND SCHOOLS

One important goal of *No Child Left Behind* was to breathe new life into the "flexibility for accountability" bargain with States first struck by President George H.W. Bush during his historic 1989 education summit with the Nation's Governors at Charlottesville, Virginia. Prior flexibility efforts have focused on the waiver of program requirements; the NCLB Act moves beyond this limited approach to give States and school districts unprecedented flexibility in the use of Federal education funds in exchange for strong accountability for results.

New flexibility provisions in the NCLB Act include authority for States and LEAs to transfer up to 50 percent of the funding they receive under 4 major State grant programs to any one of the programs, or to Title I. The covered programs include Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools.

The new law also includes a competitive State Flexibility Demonstration Program that permits up to 7 States to consolidate the State share of nearly all Federal State grant programs-including Title I, Part A Grants to Local Educational Agencies-while providing additional

flexibility in their use of Title V Innovation funds. Participating States must enter into 5-year performance agreements with the Secretary covering the use of the consolidated funds, which may be used for any educational purpose authorized under the ESEA. As part of their plans, States also must enter into up to 10 local performance agreements with LEAs, which will enjoy the same level of flexibility granted under the separate Local Flexibility Demonstration Program. The new competitive Local Flexibility Demonstration Program would allow up to 80 LEAs, in addition to the 70 LEAs under the State Flexibility Demonstration Program, to consolidate funds received under Teacher Quality State Grants, Educational Technology State Grants, Innovative Programs, and Safe and Drug-Free Schools programs. Participating LEAs would enter into performance agreements with the Secretary of Education, and would be able to use the consolidated funds for any ESEA-authorized purpose.

PUTTING READING FIRST

No Child Left Behind stated President Bush's unequivocal commitment to ensuring that every child can read by the end of third grade. To accomplish this goal, the new Reading First initiative would significantly increase the Federal investment in scientifically based reading instruction programs in the early grades. One major benefit of this approach would be reduced identification of children for special education services due to a lack of appropriate reading instruction in their early years.

The NCLB Act fully implements the President's Reading First initiative. The new Reading First State Grant program will make 6-year grants to States, which will make competitive subgrants to local communities. Local recipients will administer screening and diagnostic assessments to determine which students in grades K-3 are at risk of reading failure, and provide professional development for K-3 teachers in the essential components of reading instruction.

The new Early Reading First program will make competitive 6-year awards to LEAs to support early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families. Recipients will use instructional strategies and professional development drawn from scientifically based reading research to help young children to attain

the fundamental knowledge and skills they will need for optimal reading development in kindergarten and beyond.

OTHER MAJOR PROGRAM CHANGES

The *No Child Left Behind* Act of 2001 also put the principles of accountability, choice, and flexibility to work in its reauthorization of other major ESEA programs. For example, the new law combines the Eisenhower Professional Development and Class Size Reduction programs into a new Improving Teacher Quality State Grants program that focuses on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers. The new program gives States and LEAs flexibility to select the strategies that best meet their particular needs for improved teaching that will help them raise student achievement in the core academic subjects. In return for this flexibility, LEAs are required to demonstrate annual progress in ensuring that all teachers teaching in core academic subjects within the State are highly qualified.

The NCLB Act also simplified Federal support for English language instruction by combining categorical bilingual and immigrant education grants that benefited a small percentage of limited English proficient students in relatively few schools into a State formula program. The new formula program will facilitate the comprehensive planning by States and school districts needed to ensure implementation of programs that benefit all limited English proficient students by helping them learn English and meet the same high academic standards as other students.

Other changes will support State and local efforts to keep our schools safe and drug-free, while at the same time ensuring that students-particularly those who have been victims of violent crimes on school grounds-are not trapped in persistently dangerous schools. As proposed in *No Child Left Behind*, States must allow students who attend a persistently dangerous school, or who are victims of violent crime at school, to transfer to a safe school. States also must report school safety statistics to the public on a school-by-school basis, and LEAs must use Federal Safe

and Drug-Free Schools and Communities funding to implement drug and violence prevention programs of demonstrated effectiveness.

9 Common Beliefs from Empowering Learners

(1) Reading is a window to the world.
(2) Inquiry provides a framework for learning.
(3) Ethical behavior in the use of information must be taught.
(4) Technology skills are crucial for future employment needs.
(5) Equitable access is a key component for education.
(6) The definition of information literacy has become more complex as resources and technologies have changed.
(7) The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
(8) Learning has a social context.
(9) School libraries are essential to the development of learning skills.

Learning Standards

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

CCSS ANCHOR STANDARDS FOR READING

KEY IDEAS AND DETAILS

- CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE

- CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

- CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1]
- CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CCSS ANCHOR STANDARDS FOR WRITING

TEXT TYPES AND PURPOSES[1]

- CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

PRODUCTION AND DISTRIBUTION OF WRITING

- CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

RANGE OF WRITING

- CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

PRESENTATION OF KNOWLEDGE AND IDEAS

- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

THE CCSS INSTRUCTIONAL SHIFTS IN ELA / LITERACY

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

Middle Tennessee State University
POB 91 Murfreesboro, Tn 37132
M.Ed. in ADSU, concentration in **Library Science**
Comprehensive Exam Questions **ink or pencil is acceptable**

Tips and Directions:

- Each question is answered in its own bluebook
- On the front of **each** bluebook include the question number and the short title that is provided
- On the front of **each** bluebook, include your name
- **Writing style** is graded as well as content. Cross-outs and other errors count against your scoring
- You may use the back or covers of the bluebooks to make notes/outline etc.
- Use sources, but do not include a list of references—just cite within the essays with the author/date form that APA uses.
- Use of expected sources should include *Empowering Learners*, Barbara Stripling, Big Six, David Loertscher, Stephen Krashen, AASL and ALA position statements, Keith Curry-Lance, Carol Kuhlthau, *Standards for the 21st Century Learner* and others that are important.
- Look at the **end of this document** for resources that you may use.
- All answers will include accommodation for students of differing learning abilities.

All students will answer this question:

Question A*: Short title is* **CATALOG THIS**
Using the rules of Libs 6120, ISBD, AACR2, MARC--Create an original **Marc record** for this item. Create a MARC worksheet in your bluebook with each field tag on a separate line. NO SUMMARY IS REQUIRED; NO SUBJECT HEADINGS ARE REQUIRED. The information below contains Area 1, Area 2, Area 4, Area 5, Area 6, Area 7, Area 8 information. The Main and Added Entries (Access Points) should be included in the MARC record. *THIS IS NOT A BLOCK RECORD. A list of MARC tags is on the next page.*

- Title: City Dog, Country Frog
- Series title: Folk tales for young people ; no. 4
- Author: Written by Mo Willems and illustrated by Jon Bluthe
- Reading level: Ages 4-8
- Hardcover: 64 pages
- Publisher: Hyperion Books Chicago; 1 edition (June 8, 2010)
- Language: English
- ISBN-10: 1423103009
- LCCN: 20109224
- Product Dimensions: 10.3 inches high by 5 inches wide
- Hornbook Review rating: 4.8 out of 5
- Awards: Caldecott Honor book, 2010
-

Questions 2 &3: Choose 2 of the following choice questions.

CHOICE1: Short title is IN SERVICE

a) Choose a topic for the in service.
b) Tell me the title and brief abstract.
c) Create an outline of your topic for an in-service (to district principals) on Information Literacy.
    i) Expand each topic for the PowerPoint presentation that you will use for the in-service.
d) **Draw** a storyboard for the presentation; include descriptions of the graphics, charts, hyperlinks, voice and/or video that will be included. List font types used and timings for each slide.
e) Include one of the **process models** to teach information literacy skills. Include *Empowering Learners* principles and library skills from *Standards for the 21st Century Learner.* Remember: principals are interested in bottom line influences on academic achievement. Citation of research will be vital to success in this question.

CHOICE #2: Short title is READING

Reading fluency is most affected by extensive reading. Knowing this, discuss a program that will attract and influence teenagers to keep on reading after elementary school. What types of materials and sources will you provide? What kind of programs will you provide? From whom can you seek help? Specific Common Core Anchor standards or instructional shifts, Empowering Learners principles, experts, authors, and teen-friendly materials (all media) should be cited. What proof can you provide that the program will work?

CHOICE #3: Short title is NCLB

No Child Left Behind emphasizes measurable student progress. What role do school librarians have in meeting the requirements of NCLB? How will school librarians prove that the library program contributes to attainment of achievement goals? (A summary of NCLB is included in the packet)

No Child Left Behind

Three days after taking office in January 2001 as the 43rd President of the United States, George W. Bush announced *No Child Left Behind*, his framework for bipartisan education reform that he described as "the cornerstone of my Administration." President Bush emphasized his deep belief in our public schools, but an even greater concern that "too many of our neediest children are being left behind," despite the nearly $200 billion in Federal spending since the passage of the Elementary and Secondary Education Act of 1965 (ESEA). The President called for bipartisan solutions based on accountability, choice, and flexibility in Federal education programs.

Less than a year later, despite the unprecedented challenges of engineering an economic recovery while leading the Nation in the war on terrorism following the events of September 11, President Bush secured passage of the landmark *No Child Left Behind* Act of 2001 (NCLB Act). The new law reflects a remarkable consensus-first articulated in the President's *No Child Left Behind* framework-on how to improve the performance of America's elementary and secondary schools while at the same time ensuring that no child is trapped in a failing school.

The NCLB Act, which reauthorizes the ESEA, incorporates the principles and strategies proposed by President Bush. These include increased accountability for States, school districts, and schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for States and local educational agencies (LEAs) in the use of Federal education dollars; and a stronger emphasis on reading, especially for our youngest children.

INCREASED ACCOUNTABILITY

The NCLB Act will strengthen Title I accountability by requiring States to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging State standards in reading and mathematics, annual testing for all students in

grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years. Assessment results and State progress objectives must be broken out by poverty, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. School districts and schools that fail to make adequate yearly progress (AYP) toward statewide proficiency goals will, over time, be subject to improvement, corrective action, and restructuring measures aimed at getting them back on course to meet State standards. Schools that meet or exceed AYP objectives or close achievement gaps will be eligible for State Academic Achievement Awards.

MORE CHOICES FOR PARENTS AND STUDENTS

The NCLB Act significantly increases the choices available to the parents of students attending Title I schools that fail to meet State standards, including immediate relief-beginning with the 2002-03 school year-for students in schools that were previously identified for improvement or corrective action under the 1994 ESEA reauthorization.

LEAs must give students attending schools identified for improvement, corrective action, or restructuring the opportunity to attend a better public school, which may include a public charter school, within the school district. The district must provide transportation to the new school, and must use at least 5 percent of its Title I funds for this purpose, if needed.

For students attending persistently failing schools (those that have failed to meet State standards for at least 3 of the 4 preceding years), LEAs must permit low-income students to use Title I funds to obtain supplemental educational services from the public- or private-sector provider selected by the students and their parents. Providers must meet State standards and offer services tailored to help participating students meet challenging State academic standards.

To help ensure that LEAs offer meaningful choices, the new law requires school districts to spend up to 20 percent of their Title I allocations to provide school choice and supplemental educational services to eligible students.

In addition to helping ensure that no child loses the opportunity for a quality education because he or she is trapped in a failing school, the choice and supplemental service requirements provide a substantial incentive for low-performing schools to improve. Schools that want to avoid losing students-along with the portion of their annual budgets typically associated with those students-will have to improve or, if they fail to make AYP for 5 years, run the risk of reconstitution under a restructuring plan.

GREATER FLEXIBILITY FOR STATES, SCHOOL DISTRICTS, AND SCHOOLS

One important goal of *No Child Left Behind* was to breathe new life into the "flexibility for accountability" bargain with States first struck by President George H.W. Bush during his historic 1989 education summit with the Nation's Governors at Charlottesville, Virginia. Prior flexibility efforts have focused on the waiver of program requirements; the NCLB Act moves beyond this limited approach to give States and school districts unprecedented flexibility in the use of Federal education funds in exchange for strong accountability for results.

New flexibility provisions in the NCLB Act include authority for States and LEAs to transfer up to 50 percent of the funding they receive under 4 major State grant programs to any one of the programs, or to Title I. The covered programs include Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools.

The new law also includes a competitive State Flexibility Demonstration Program that permits up to 7 States to consolidate the State share of nearly all Federal State grant programs-including Title I, Part A Grants to Local Educational Agencies-while providing additional flexibility in their use of Title V Innovation funds. Participating States must enter into 5-year performance agreements with the Secretary covering the use of the consolidated funds, which may be used for any educational purpose authorized under the ESEA. As part of their plans, States also must enter into up to 10 local performance agreements with LEAs, which will enjoy the same level of flexibility granted under the separate Local Flexibility Demonstration Program. The new competitive Local Flexibility Demonstration Program would allow up to 80 LEAs, in addition to the 70 LEAs under the State Flexibility Demonstration Program, to consolidate funds

received under Teacher Quality State Grants, Educational Technology State Grants, Innovative Programs, and Safe and Drug-Free Schools programs. Participating LEAs would enter into performance agreements with the Secretary of Education, and would be able to use the consolidated funds for any ESEA-authorized purpose.

PUTTING READING FIRST

No Child Left Behind stated President Bush's unequivocal commitment to ensuring that every child can read by the end of third grade. To accomplish this goal, the new Reading First initiative would significantly increase the Federal investment in scientifically based reading instruction programs in the early grades. One major benefit of this approach would be reduced identification of children for special education services due to a lack of appropriate reading instruction in their early years.

The NCLB Act fully implements the President's Reading First initiative. The new Reading First State Grant program will make 6-year grants to States, which will make competitive subgrants to local communities. Local recipients will administer screening and diagnostic assessments to determine which students in grades K-3 are at risk of reading failure, and provide professional development for K-3 teachers in the essential components of reading instruction.

The new Early Reading First program will make competitive 6-year awards to LEAs to support early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families. Recipients will use instructional strategies and professional development drawn from scientifically based reading research to help young children to attain the fundamental knowledge and skills they will need for optimal reading development in kindergarten and beyond.

OTHER MAJOR PROGRAM CHANGES

The *No Child Left Behind* Act of 2001 also put the principles of accountability, choice, and flexibility to work in its reauthorization of other major ESEA programs. For example, the new law combines the Eisenhower Professional Development and Class Size Reduction programs

into a new Improving Teacher Quality State Grants program that focuses on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers. The new program gives States and LEAs flexibility to select the strategies that best meet their particular needs for improved teaching that will help them raise student achievement in the core academic subjects. In return for this flexibility, LEAs are required to demonstrate annual progress in ensuring that all teachers teaching in core academic subjects within the State are highly qualified.

The NCLB Act also simplified Federal support for English language instruction by combining categorical bilingual and immigrant education grants that benefited a small percentage of limited English proficient students in relatively few schools into a State formula program. The new formula program will facilitate the comprehensive planning by States and school districts needed to ensure implementation of programs that benefit all limited English proficient students by helping them learn English and meet the same high academic standards as other students.

Other changes will support State and local efforts to keep our schools safe and drug-free, while at the same time ensuring that students-particularly those who have been victims of violent crimes on school grounds-are not trapped in persistently dangerous schools. As proposed in *No Child Left Behind*, States must allow students who attend a persistently dangerous school, or who are victims of violent crime at school, to transfer to a safe school. States also must report school safety statistics to the public on a school-by-school basis, and LEAs must use Federal Safe and Drug-Free Schools and Communities funding to implement drug and violence prevention programs of demonstrated effectiveness.

9 Common Beliefs from Empowering Learners

(1) Reading is a window to the world.
(2) Inquiry provides a framework for learning.
(3) Ethical behavior in the use of information must be taught.
(4) Technology skills are crucial for future employment needs.
(5) Equitable access is a key component for education.
(6) The definition of information literacy has become more complex as resources and technologies have changed.

(7) The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
(8) Learning has a social context.
(9) School libraries are essential to the development of learning skills.

LEARNING STANDARDS

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

CCSS ANCHOR STANDARDS FOR READING

KEY IDEAS AND DETAILS

- CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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- CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE

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- CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

- CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1]
- CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CCSS ANCHOR STANDARDS FOR WRITING

TEXT TYPES AND PURPOSES[1]

- CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

PRODUCTION AND DISTRIBUTION OF WRITING

- CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

RANGE OF WRITING

- CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

PRESENTATION OF KNOWLEDGE AND IDEAS

- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

THE CCSS INSTRUCTIONAL SHIFTS IN ELA / LITERACY

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

Tips and Directions:

- **Questions A & 3 only:**
  - Each question is answered in its own bluebook
  - On the front of **each** bluebook include the question number and the short title that is provided
  - On the front of **each** bluebook, include your name
- **Writing style** is graded as well as content. Cross-outs and other errors count against your scoring
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- Use of expected sources should include *Empowering Learners*, Barbara Stripling, Big Six, David Loertscher, Stephen Krashen, AASL and ALA position statements, Keith Curry-Lance, Carol Kuhlthau, *Standards for the 21st Century Learner* and **others that are important**.
- All answers will include accommodation for students of differing learning abilities.
- **Question B only:**
  - Answers are written on the test question sheets in the table provided

Suggested times are to help you monitor your time.

Spring 2016 M.Ed. ADSU / Library Science

There are 3 questions to answer. Here are the first two.

Question A in bluebook:

30 minutes

QUESTION A: **Short title is ….**
MARC record

Using the rules of the cataloging class, ISBD, AACR2, RDA, MARC--Create an original MARC record for this item. The record is in the labelled list format, but you must create a MARC worksheet in your bluebook with each field tag on a separate line. **NO SUMMARY IS REQUIRED; NO SUBJECT HEADINGS ARE REQUIRED**. The information below contains Area 1, Area 2, Area 4, Area 5, Area 6, Area 7, Area 8 information. The Main (Primary access point) and Added Entries (Access points) should be included in the MARC record. Include 336, 337, 338 fields

A list of MARC tags is in the resources area of this document. The record must conform to the rules of cataloging class.

The Winsome Puppies

Written by

Jack Russell

and illustrated by

Fifi

McGraw Hill Books New York

There is a sticker that says, “Caldecott Honor book”

On the Verso, you find this information:

Reading level: Ages 4-8
3rd edition (June 8, 2015)
Hornbook Review rating: 4.8 out of 5
AR level 5.4 ; Lexile 500

You browse the book and find this information:

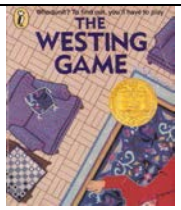
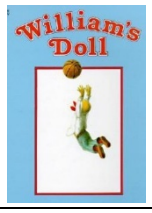
• Language: English

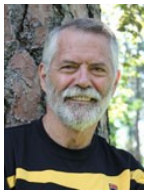
• ISBN-10: 1423103009

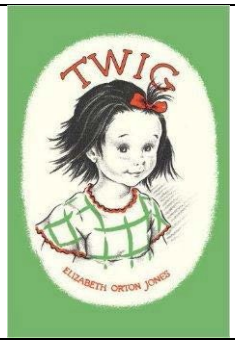
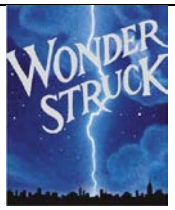
• LCCN: 20109224
Product Dimensions: 12 inches high
Hardcover: 8 BOARD pages

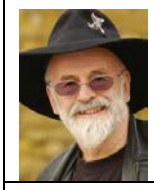
Question B on this table: 60 minutes

Question B: Short title is Kidlit Authors
FILL IN ALL BLANK CELLS WITH ANY WORK THAT MATCHES. The first one is finished (HIGHLIGHT SHOWS WHAT I ADDED). Answer on this table; do not use a bluebook!

Author	Genre Most Often Writes In	Major Work
1. Elizabeth George Speare	**Historical Fiction**	**The Witch of Blackbird Pond**
	Fantasy	Mrs. Frisby And The Rats Of NIMH
		
		

Chris Crutcher 	**Realistic Fiction**	
Cynthia Rylant		

Diana Wynne Jones	**Fantasy**	
E.L. Konigsburg		
Elizabeth George Speare	**Historical Fiction**	**The Witch Of Blackbird Pond**
Elizabeth Orton Jones		
		Funny Bones: Posada and His Day of the Dead Calaveras
Jean Craighead George		
		

		The books with Pinkerton as main
		**Unseen Academicals AND Dodger**
Maggie Stiefvater		**The Raven Boys**
Robert Cormier	**Realistic Fiction**	
Tamora Pierce	**Fantasy**	
Ursula Leguin	**Fantasy**	
Who illustrated?		**The Lion and the Mouse**
Who illustrated?		**Trombone Shorty**

		Miss Rumphius
Who illustrated?		**Uncle Jed's Barbershop**
Patricia Mckissack		
		Tuck Everlasting
Who Wrote? **Who Illustrated?**		**DoLikeKyla**
		Gone Crazy in Alabama
		BoneGap

Question 3: Choose ONE of the following choice questions and answer in a bluebook: **90 minutes**

CHOICE1: Short title is …

EVALUATION

You have been in **Dave Grohl Middle School** for three years. Your tenure year is your FIFTH year (new rules). The evaluation by your principal is a major deciding factor. The Tennessee State Legislature has delayed using student scores from PARCC or TCAP tests as part of librarian's evaluation. The future is uncertain in regards to using student results to determine teacher effectiveness. But you want to be prepared for any result so you must be able to address all 3 of these issues.

What will you do in the next year to ensure that the students achieve highly on achievement tests? Choose **ONE** of the courses by academic area, *[in the Resources section]*

Identify & describe

- the skills being taught to those students,
- the process models that you would use and why you chose these (Kuhlthau, Big6, etc.)
- activities to teach the skills to students,
- assessments to see if the students attained the skills.
- Identify **pros and cons** of being evaluated in this manner.
- Describe an **assessment** of **your professional** skills that you think would be valid and reliable.

HINT: Good library practice does not incorporate all skills into all subjects in a one-year time period. A Scope and Sequence was used in Libs 6110 and Libs 6200 (Big Six).

CHOICE 2: Short title is …

8TH GRADE:

The **8th grade** class will use the library for four days for a research project dealing with the Civil Rights era of 1962-1970.

Please create a LIST of the literacy skills that you think they will need to complete the project.

Create a three lesson unit for the class.

For EACH lesson:

Include the title of the lesson

Include the objectives (general description)

The literacy skills from the list in #1 that match this lesson

The activities

The assessment you will use

Number each part (1, 2) and with part 2, label each lesson as LESSON 1, LESSON 2, LESSON 3. Make sure that the grader can understand the relationships in the lesson.

These are the **types** of resources that are usually provided for your success on this exam. The resources vary in number and type each semester.

Resources that may help you identify ideas for the exam response

MARC TAGS—you must include indicators—those are not listed here

020 $a ISBN

082 $a DDC class number $b author number

100 $a Main entry; personal name; this is a person who is primary creator – author (INDICATORS NEEDED)

245 $a Title proper, $b, subtitle, $c S of R (INDICATORS NEEDED) [memorize punctuation]

246 $a Varying Form of Title

250 $a Edition

260 $a Publication Information [memorize subfield codes and punctuation]

300 $a Physical Description [memorize subfield codes and punctuation]

336 xx $aContent

337 xx $aMedia

338 xx $$aCarrier

490 $a Series

500 $a General Note

504 $a Bibliography, Etc. Note

505 $a Formatted Contents Note [memorize subfield codes and punctuation]

508 $a Creation/Production Credits Note

511 $a Participant or Performer Note

520 $a Summary [memorize subfield codes and punctuation]

526 $a Reading Level, reading program

586 $a Awards That Item Has Won

700 $a Access Point (Added Entry) ; Personal Name; Someone Who Helped Create The Work. This Is Not a Subject for the Item. (INDICATORS NEEDED)

830 $a Series (INDICATORS NEEDED)

9 COMMON BELIEFS FROM EMPOWERING LEARNERS

(1) Reading is a window to the world.
(2) Inquiry provides a framework for learning.
(3)) Ethical behavior in the use of information must be taught.
(4)) Technology skills are crucial for future employment needs.
(5)) Equitable access is a key component for education.
(6)) The definition of information literacy has become more complex as resources and technologies have changed.
(7)) The continuing expansion of information demands that all individuals acquire the thinking skills
that will enable them to learn on their own.
(8) Learning has a social context.
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- CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CCSS ANCHOR STANDARDS FOR WRITING

TEXT TYPES AND PURPOSES[1]

- CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

PRODUCTION AND DISTRIBUTION OF WRITING

- CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

RANGE OF WRITING

- CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

PRESENTATION OF KNOWLEDGE AND IDEAS

- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

THE CCSS INSTRUCTIONAL SHIFTS IN ELA / LITERACY

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

ASSESSMENT TEST INFORMATION

FROM THE STATE DOE SITE:

The TCAP currently includes the Achievement Test (grades 3-8), the Writing Test, the Gateway Tests and the End of Course Tests.
The State is an English only State; all assessments are provided in English only. We do not offer any of our assessments in a Native Language format.

HERE ARE THE READING STANDARDS FOR THE MIDDLE SCHOOL:

The students in grades 6-8 will learn, practice, and internalize strategies that are essential life-long learning skills for reading, writing, understanding, and interpreting content specific materials. The strategies will be applied in the content areas of English, mathematics, science, and social studies. Skills will include previewing and reviewing print and non-print text, activating prior knowledge, processing and acquiring new vocabulary, organizing information, understanding visual representations, self-monitoring,
and reflecting.

From Kuhlthau's website:

The Information Search Process (ISP) presents a holistic view of information seeking from the user's perspective in six stages: task initiation, selection, exploration, focus formulation,

collection and presentation. The six stage model of the ISP incorporates three realms of experience: the affective (feelings) the cognitive (thoughts) and the physical (actions) common to each stage (1). The ISP reveals information seeking as a process of construction influenced by Kelly's personal construct theory (2) with information increasing uncertainty in the early stages of the ISP.

Guided Inquiry:

1. educators who want to prepare students for work, citizenship and daily living in an information rich environment;
2. educators who want to know more about inquiry as a way of learning and teaming as a way of teaching;
3. teachers, school librarians, administrators and supervisors who are initiating an inquiry approach to learning in their school;
4. teachers and school librarians who are using a project based approach to teaching, but want to make the projects more meaningful;
5. teachers and school librarians who want to implement an inquiry approach to enhance content areas of the curriculum;
6. school librarians who want to involve classroom teachers and content area specialists in an inquiry approach to scaffolding information literacy throughout grade levels;
7. public librarians and museum educators who want to know about an inquiry approach and their role in working with school staff and students;
8. parents who are want to see their children engaged in learning and preparing for 21st century living.

EVALUATION

*You have been in **Dave Grohl Middle School** for three years. Your tenure year is your FIFTH year (new rules). The evaluation by your principal is a major deciding factor. The Tennessee State Legislature has delayed using student scores from PARCC or TCAP tests as part of librarian's evaluation. The future is uncertain in regards to using student results to determine teacher effectiveness. But you want to be prepared for any result so you must be able to address all 3 of these issues.*
***What** will you do in the next year to ensure that the students achieve highly on achievement tests?*
*Choose **ONE** of the courses by academic area, [in the Resources section]*
Identify & describe

- *the skills being taught to those students,*
- *the process models that you would use and why you chose these (Kuhlthau, Big6, etc.)*
- *activities to teach the skills to students,*
- *assessments to see if the students attained the skills.*
- *Identify **pros and cons** of being evaluated in this manner.*
- *Describe an **assessment** of **your professional** skills that you think would be valid and reliable.*

HINT: Good library practice does not incorporate all skills into all subjects in a one-year time period. A Scope and Sequence was used in Libs 6110 and Libs 6200 (Big Six).

CENSORSHIP:

You are the librarian in a rural elementary school with 400 students. Mrs. Oaks (mother of 4th grader) is challenging the presence of Harry Potter and the Chamber of Secrets in the library. She wants it totally removed from the library citing its positive image on the use of magic, the prominence of the basilisk (snake), and the plot of the evil antagonist taking over the will and mind of a young girl. The parents of a 1st grader are challenging Lane Smith's picture book, It's a Book. The objection is to the use of the word 'jackass'. The parents of a 6th grader are challenging the presence of A Wrinkle in Time citing its promotion of Christianity.
*What are the steps you **should already have taken** in anticipation of such events?*
What will you do now that challenges have occurred? [you may treat each challenge individually or together]

LEADER

Previous AASL standards in Information Power in 1988 and 1998 suggest that librarians are "curriculum leaders". Use Empowering Learners principles and common beliefs that support librarian as Curriculum Leader. Describe your conception of a "curriculum leader". What knowledge do you believe would be essential in order to be an effective "curriculum leader"? Give your ideas of how you work with teachers and administrators to improve the media center's impact on curriculum.

FIRST LIBRARIAN

You are the first librarian in a school that has had a library with no supervision. You find books on the shelves and in boxes. The books are in no recognizable pattern. There is a card catalog, but no shelf list.

20 years of periodicals remain in the back room, unbound. There are numerous "illegal" videos. How will you handle the problem of organizing the library into a workable unit of the school? Only include organizational plans, not program plans. Provide an outline of steps that you will take to organize the library. Label each step with a priority code of 1-5 (1 highest, 5 lowest) and a time frame (e.g. 1 mo out, 1 yr out, 5 yrs out, etc.)

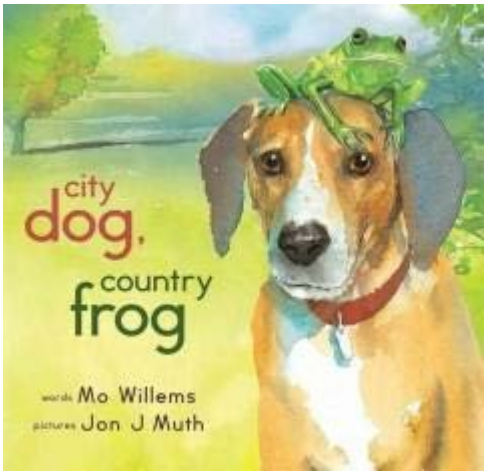
GRANT COMPUTERS

A grant has placed 35 new tablet computers in your K-5 library along with wireless high-speed Internet connections and a web-based OPAC. You have three years to fully integrate the use of these tools into the school's curriculum, meaning that all students and teachers will use them to supplement and complement their lessons. The following conditions are in place: you have a supportive principal; grades K-2 (300 students) are on a fixed library schedule; grades 3-5 (310 students) have a flexible schedule; you have a full-time aide.
Outline month-by-month (Aug-July) your first-year plan for the library program to accomplish this integration
Include Information literacy skills
Use Empowering Learners principles as support for your decisions
Identify possible obstacles and your approach to overcoming them

CATALOG THIS

Using the rules of Libs 6120, ISBD, AACR, MARC--Create an original Marc record for this item. NO SUMMARY IS REQUIRED; NO SUBJECT HEADINGS ARE REQUIRED. The information below contains Area 1, Area 2, Area 4, Area 5, Area 7, Area 8 information. All access points should be included. information about an item will be presented to you in this form: you must change it to a MARC record with AACR punctuation. *THIS IS NOT THE RECORD YOU WILL BE GIVEN FOR THE EXAM. IT IS ONLY AN EXAMPLE.*
THIS IS THE LABELLED LIST RECORD

City dog*, *country frog */ words, Mo Willems ; pictures, Jon J. Muth.*



title age has this same information

Language: English
Publication Information: Published by Hyperion Books for Children (New York) in 2010.

Edition: no edition is listed

Physical Description: no numbering on pages; color illustrations….10.3 inches high

Publication Type: Book

Document Type: Fiction

Subject Terms:

Friendship -- Juvenile fiction
Dogs -- Juvenile fiction
Frogs -- Juvenile fiction
Picture books for children

Abstract: Summary: Through the seasons, whenever City Dog visits the country he runs straight for Country Frog's rock to play games with him, but during the winter things change for them both.
Notes: Media: watercolor.
A Junior Library Guild selection
Hornbook Review: 4.8

ISBN: 1423103009 (reinforced) : 9781423103004 (reinforced) : LCCN: 20109224

PRINT V. MEDIA

Thoroughly examine the issue of print media versus electronic media in the high school library. Consider that some print reference items are being replaced by electronic versions and the print editions will no longer be available. There are school libraries withdrawing all print materials. Fiction is downloaded on e-readers and the reader is checked out. Students may download on their own devices. All aspects should be covered such as cost, use, access, technical support, etc. Both sides of the issue should be presented and supported logically.

CENSORSHIP:

You are the librarian in a rural, conservative elementary school with 400 students. Mrs. Oaks (mother of 4th grader) is challenging the presence of Harry Potter and the Chamber of Secrets in the library. She wants it totally removed from the library citing its positive image on the use of magic, the prominence of the basilisk (snake), and the plot of the evil antagonist taking over the will and mind of a young girl. The parents of a 1st grader are challenging Lane Smith's picture book, It's a Book. The objection is to the use of the last page. From Mother Reader (http://www.motherreader.com) At the very beginning of this book, we are introduced to the characters — a mouse, a monkey, and a jackass. That's the hint. The payoff comes after the monkey has explained to the jackass the concept of a book throughout the story, and ends with the line, "It's a book, Jackass." Does the capital letter diffuse the controversy? Why or why not?
What are the steps you ***should already have taken*** *in anticipation of such events?*
What will you do now that challenges have occurred? [you may treat each challenge individually or together]
Does the community's standing as conservative affect your decision? If it were a liberal community would your decision be affected? Can you cite any legal cases that support your answer to this?

What are the necessary elements in a defense rationale for an item that has been challenged?

FIVE YEARS

You have been in your K-6 library for five years. You have successfully implemented a partially fixed/flex schedule, have a complete curriculum map, have a 60% collaboration rate with teachers, and have weeded the collection to match the curriculum. A new principal places little value on the library's integration into curriculum. You are not assigned to any committees and have been "asked" to move into the rotation schedule to provide planning time for teachers. The portion of your schedule that is flex is being "reconsidered". Write a description of all that you will do to defend your program and to maintain it as it is.

IN SERVICE

Please outline the topics for an in-service (to district principals) on Information Literacy. Expand each topic and provide a storyboard for the PowerPoint presentation that you will use for the in-service. Include one of the process models to teach information literacy skills. Include Empowering Learners principles and library skills. Remember: principals are interested in bottom line influences on academic achievement. Citation of research will be vital.

KIDLIT AUTHORS

FILL IN ALL BLANK CELLS WITH ANY WORK THAT MATCHES. The first one is finished (HIGHLIGHT SHOWS WHAT I ADDED). Answer on this table; do not use a bluebook! ***[THE LIST WILL CONTINUE UNTIL IT CONTAINS 35 PROMINENT YOUNG ADULT / CHILDREN'S AUTHORS OR ILLUSTRATORS.***

Author	*Genre Most Often Writes In*	*Major Work*
Elizabeth George Speare	*Historical Fiction*	*The Witch of Blackbird Pond*
	Science Fiction	*Stranger in a Strange Land*
	Realistic fiction (or nonfiction since the statements can be construed as true statements)	*A Hole is to Dig*

READING

Reading fluency is most affected by extensive reading.
Discuss a program that will attract and influence teenagers to keep on reading after elementary school.
What types of materials and sources will you provide?
What kind of programs will you provide?
From whom can you seek help?
What proof can you provide that the program will work?
Specific AASL principles, experts, authors, and teen-friendly materials (all media) should be cited.

LIBRARY TYPES

Compare and contrast school libraries, public libraries, academic libraries, and special libraries. Include characteristics, clientele, funding sources, services, collection, personnel and their qualifications, the size of the library, current issues (if any), etc.

PEW

A 2013 Pew Research Center survey's major findings include:

Who has home broadband? New data and resources

August 28, 2013

By Kathryn Zickuhr

In case you missed it, we just released our latest data on home broadband adoption among American adults:

- ***Some 70% of American adults ages 18 and older have broadband at home as of May 2013.***[1] *Another 3% of adults go online at home via dial-up.*
- ***One in ten adults (10%) lacks home broadband but does own a smartphone.***

The report also found that demographic groups with the highest rates of home broadband adoption continue to be college graduates, adults under age 50, and adults living in households earning at least $50,000, as well as whites and adults living in urban or suburban areas. (More data on broadband adoption by different demographic groups is available in the full report.)

The Census Bureau's July 2011 Current Population Survey found that about 98% of U.S. households live in areas where they have access to broadband Internet connections as of July 2011, although only 69% of households used broadband at home at that time.[2] *Our previous research has found that many dial-up users cite cost and access as the main reasons they don't have broadband, though for adults who don't use the internet at all, a lack of interest is often the main issue.*

One in ten adults owns a smartphone but lacks home broadband

In recent years internet-connected mobile devices such as smartphones have exploded in popularity, offering an alternate form of "home" internet access (some 56% of American adults own a smartphone of some kind.)

Though smartphones have often been heralded as a way to "bridge the digital divide," it's unclear whether smartphones qualify as "broadband" speed, or whether they offer the same utility to users as a dedicated home internet connection.

However, smartphones do offer a potential source of online access to individuals who might otherwise lack the ability to go online at all from within the home, even if that access is somewhat limited in comparison. And indeed, our report also found that 10% of American adults own a smartphone, but lack a broadband connection at home.

Our data shows that while counting smartphones as a form of high-speed home internet access helps narrow the differences between some demographic groups, it actually widens the gap between others. For instance, the following chart shows that while blacks and Latinos are less likely to have access to home broadband than whites, factoring in their use of smartphones does nearly eliminates that "gap."[3] Yet including smartphones actually exacerbates differences in "broadband" adoption rates when we look at adoption by age group, due to the fact that younger adults are much more likely to own smartphones than older adults.

Broadband and smartphone adoption by race/ethnicity, age group

Among all American adults ages 18 and older, the % in each group who…

		% with home broadband (total)	% who have a smartphone (total)	% who have broadband or smartphone	% who have smartphone only
Race/ethnicity					
a	White, Non-Hispanic (n=1571)	74[bc]	53	**80**	6
b	Black, Non-Hispanic (n=252)	64[c]	64[a]	**79**	15
c	Hispanic (n=249)	53	60	**75**	22
Age					
a	18-29 (n=404)	80[cd]	80[bcd]	**95**[bcd]	15
b	30-49 (n=577)	78[cd]	67[cd]	**89**[cd]	11
c	50-64 (n=641)	69[d]	45[d]	**77**[d]	11
d	65+ (n=570)	43	18	**46**	3

Source: Pew Research Center's Internet & American Life Project Spring Tracking Survey, April 17 – May 19, 2013. N=2,252 adults ages 18+. Interviews were conducted in English and Spanish and on landline and cell phones. The margin of error for results based on all adults is +/- 2.3 percentage points.

Note: Percentages marked with a superscript letter (e.g., [a]) indicate a statistically significant difference between that row and the row designated by that superscript letter, among categories of each demographic characteristic (e.g. age).

Rural broadband adoption and access

Our report finds that urban adults and suburban adults continue to be significantly more likely than adults living in rural areas to have home broadband. This gap persists even when smartphone ownership is factored in, as shown in the following chart.

Broadband and smartphone adoption by community type

Among all American adults ages 18 and older, the % in each group who…

		% with home broadband (total)	% who have a smartphone (total)	% who have broadband or smartphone	% who have smartphone only
a	**Urban** (n=763)	70[c]	59[c]	**80**[c]	10
b	**Suburban** (n=1037)	73[c]	59[c]	**83**[c]	10
c	**Rural** (n=450)	62	40	**70**	8

Source: Pew Research Center's Internet & American Life Project Spring Tracking Survey, April 17 – May 19, 2013. N=2,252 adults ages 18+. Interviews were conducted in English and Spanish and on landline and cell phones. The margin of error for results based on all adults is +/- 2.3 percentage points.

Note: Percentages marked with a superscript letter (e.g., [a]) indicate a statistically significant difference between that row and the row designated by that superscript letter, among categories of each demographic characteristic (e.g. age).

Though our research focuses on adoption instead of physical access or connection speed, data on these issues and more is available in the report "Broadband Availability in Urban vs. Rural Areas" (pdf) from the National Telecommunications and Information Administration (NTIA).

Government data and resources

The Census Bureau has state-by-state data on home internet, computer, and smartphone use from its July 2011 survey, which is also used by the National Telecommunications and Information Administration (NTIA) in "Exploring the Digital Nation: America's Emerging Online Experience." The NTIA report includes data on types of broadband connections, internet and broadband costs, state-level data, and data for smaller demographic groups such as Asian Americans and American Indian and Alaska Natives.

The NTIA's interactive National Broadband Map also has lots of data on topics such as types of broadband connections, connection speeds, number of broadband providers, or area demographics by state, county, metropolitan area, and more. For more, see ntia.doc.gov/data.

1. *For our broadband definition, we asked people who said they used the internet at home the following question: "At home, do you connect to the Internet through a dial-up telephone line, or do you have some other type of connection, such as a DSL-enabled phone line, a cable TV modem, a wireless connection, or a fiber optic connection such as FIOS?"* ↩
2. *"Exploring the Digital Nation: America's Emerging Online Experience." National Telecommunications and Information Administration and Economics and Statistics Administration, June 2013. http://www.ntia.doc.gov/report/2013/exploring-digital-nation-americas-emerging-online-experience pp 1-2.* ↩
3. *The US Census Bureau has found similar trends in its own research. See Thom File, U.S. Census Bureau, "Computer and Internet Use in the United States." Issued May 2013, based on the July 2011 Current Population Survey. http://www.census.gov/prod/2013pubs/p20-569.pdf pp 11-13.* ↩

What will you do in your library program to incorporate these findings? Address all Policies, Practice, Dispositions, Acquisitions, and Public Relations.

8TH GRADE:

*The **8th grade** class will use the library for four days for a research project dealing with the Civil Rights era of 1962-1970.*
Please create a LIST of the literacy skills that you think they will need to complete the project.

Create a three lesson unit for the class.
For EACH lesson:
Include the title of the lesson
Include the objectives (general description)
The literacy skills from the list in #1 that match this lesson
The activities
The assessment you will use
Number each part (1, 2) and with part 2, label each lesson as LESSON 1, LESSON 2, LESSON 3. Make sure that the grader can understand the relationships in the lesson.

BELL

Joseph A. Bell Elementary School has just been designated as a charter school focusing on Science and Math. You have been hired as the librarian and have one month to realign the library ***collection*** *with the curriculum for GRADE 3.*
Create a detailed plan to accomplish the task.
Identify the DDC summaries that you will align.
Include the selection aids that you will use.
Here IS THE CURRICULUM FOR THE YEAR:
Number Sense and Operations Strand
PLACE VALUES TO 6 DIGITS
ORDERING
COUNTING BY TEN
ADDING / SUBTRACTING 3 DIGIT NUMBER
NUMBER SENTENCES
ROUNDING TO THOUSANDS
MULTIPLICATION TABLES TO 12
CONSUMER MATH - MONEY
Geometry Strand
NAMES OF POLYGONS
TRIANGLES
Measurement Strand
TIME
UNITS OF TIME
MILITARY TIME
TIME ZONES IN U.S.A.
Patterns, Relations, and Algebra Strand
FINDING PATTERNS AND SEQUENCES

DEBATE CLOUD

Argue the pro or con side of this resolution (your choice). Include evidence of knowledge of specific tools, limitations, possibilities of digital media. Budgetary considerations must also be addressed—equipment to access, staff supervision, etc.

***RESOLVED**: In regards to a library collection program, library collections of 'cloud' and web-based tools should be relegated to a minor role. (not used)*

STANDARDS IN LIBRARIES

Create a mind map (graphic organizer) for the evolution of standards in school librarianship.

NEW TOMORROW

Margaret Alexander Edwards wrote the following in 1969:

> *With all its machinery for charging out books, organizing, preserving, and dispensing information, with all its technicians trained to operate the machinery, the public library is as new as tomorrow. As for professional services to the individual and the community, however, the library is becoming an anachronism. Never effective in dealing with the nation's reading problems, the library is slipping further and further behind the times."*

What does she mean, "the public library is as new as tomorrow"? How can the main emphases of Common Core make the library relevant " in dealing with the nation's reading problems"?

CURRICULUM FOR ELEMENTARY SCHOOL

Create a mind map (graphic organizer) for a library curriculum program for the 2nd and 3rd grade.

OUTSIDE INFLUENCES

Explain in sufficient detail how the following have affected the teaching of library information skills:

- *NCLB*
- *Common Core*
- *Empowering Learners*
- *Race to the Top in Tennessee*
- *The TEAM rubric for librarians*
- *Legal cases that affect intellectual freedom in the school library*

CONSTITUENCIES

School library media centers provide services and information access to several constituencies: students, parents, faculty, staff, administrators, and others in the school's community.
Identify the services and types of information access that could be provided to each of these groups.
Explain how you will promote these services.
Identify the steps you must take to insure that you are meeting the needs of the various groups.

Explain how you will evaluate your library program to be sure that it is providing appropriate services and meeting the needs of all constituencies.

DIGITAL

In your middle school (grades 6-8), the English department teachers have asked you to add e-readers and e-books to the school collection. Your school has a free/reduced lunch population of 32%. There are 4 visually impaired students and 2 hearing impaired students in the school. Write your response to the request.

COLLABORATION

Collaborative teaching is the model for school librarians. Identify the obstacles to collaboration and propose a solution for each obstacle.

CHOICES

Which of these is more important as a goal for you?
Encourage students to become information literate, independent learners, and socially responsible in their use of information and information technology.
Encourage and engage students in reading, writing, viewing, and listening for understanding and enjoyment.
Support your choice with professional sources and explain why you made this choice.

RURAL

You are the librarian in a rural high school with 562 students. A group of students wants you to buy the Turner Diaries. What are the steps you should already have taken in anticipation of such an event? What will you do now that it has occurred?

PRINCIPAL

Read the enclosed article and write on the following ideas. Cite the article, Information Power, and any other sources (such as Woolls or Curry Lance). Please use the number of the question and use headings (as in APA):

1. *If the word "Librarian" is substituted for "Principal" in this article, what meaning does it have for you?*
2. *What surprised you most about the article?*
3. *Identify which ideas in the article apply to librarianship, how you think they apply, and why you think they are applicable to the profession.*

4. *Choose four of the seven goals numbered in the article. Identify specific programs or strategies that you would use to achieve these goals, as they would pertain to a library.*

HERE IS THE ARTICLE

The Contemporary Principal
New Skills for a New Age
By Kathy Checkley
Volume 42, Number 3
May 2000

The search is on. From Old Saybrook, Conn., to Salinas, Calif., from Patch Grove, Wisc., to Plano, Tex., schools across the United States are on the lookout for strong leaders. This would be good news, except for one problem: there may not be enough strong leaders to go around.

That's the message from superintendents who, in Education Week articles published earlier this year (see Resources, below), reported difficulty in finding principals who are capable of providing effective leadership. One reason for this, the superintendents suggested, is that the definition of "effective leadership" has changed significantly. The contemporary principal has to manage far more than the administrative tasks traditionally associated with running a school. As the composite advertisement at left indicates, school leaders today can expect an increasingly complex and demanding job.

Changing Schools, Changing Roles

Schools today "are in the midst of examining the proper work for teachers and the proper work for students," says David Holdzkom, assistant superintendent for research, development, and accountability in Durham (N.C.) Public Schools. "As we redefine what teachers do as professionals, we must, by necessity, redefine how school leaders operate."

Holdzkom was able to explore firsthand how school leaders operate when he served as an interim principal at a school in his district last year. ("I was principal by day, superintendent by night," he chuckles.) The experience reaffirmed his belief that the key role of the contemporary principal is to serve as an instructional leader who, in turn, promotes teacher growth. "I, as principal, was in no position to teach the 600 boys and girls at that school," Holdzkom says. "I had to trust the teachers to do the teaching."

What he, as principal, could do was help teachers identify instructional goals and offer his support as they worked toward achieving those goals. Holdzkom observed teachers in the classroom and provided constructive feedback, for example. He encouraged teachers to watch one another teach, to

learn from one another. He made sure that teachers had adequate supplies. "My job was to make it possible for teachers to do their job better."

Holdzkom points out that his task was made easier because he understood his district's vision of what student learning looks like and knew what instructional approaches supported that vision. Once it's clear what the ultimate objective is, he states, principals can then ask teachers, How can we reach that goal?

Data Driven, Goal Oriented

[Goal 1]

"You have to have a vision about where things need to go and be committed to that vision," agrees Mel Riddile, principal at J.E.B. Stuart High School in Fairfax County, Va. However, he adds, the goals "will be different depending on where you work," and based on the unique needs of students at each school.

At J.E.B. Stuart, for example, a needs-assessment survey revealed to Riddile and his staff that students needed to improve their reading skills. "So one of our goals is to have all students reading at grade level by the 11th grade," he explains, adding that such a goal would not have been a focus at other schools where Riddile served as assistant principal.

[Goal 2]

School leaders must determine the learning needs of the school's population and then create an instructional program to meet those specific needs, Riddile asserts. At J.E.B. Stuart, Riddile and his teachers "looked at the options and determined that the problem was not going to be solved by hiring a reading teacher." Instead, all of the teachers would need to teach reading and would, therefore, need training in how to do it well.

Still, says Riddile, school leaders must not be afraid to suggest a change if the data show that the chosen instructional approach isn't working. "You have to measure what you're doing. We give students pre- and post-tests to see if they're making improvements." The results indicate what adjustments need to be made. "If all students aren't learning, we've got to try another way," he maintains.

[Goal 3]

Principals "have to be more nimble, more agile"—able to make decisions more quickly, agrees Alice Maniloff, assistant director of the Principals' Executive Program at the University of North Carolina. She recalls an "eye-opening" seminar she attended at which the vice president of a technology company described the fast-paced, always changing environment of her workplace. At that company, says Maniloff, employees adopt a "Web-year" mentality—at the end of every three-month cycle, those employees expect change to occur.

It would be helpful for principals and teachers to see change as inevitable and positive, Maniloff asserts. "Imagine what that would mean for students!" she exclaims. "Wouldn't it be fabulous? If a student isn't doing well," a teacher could modify instruction and "get to him before he fails."

[Goal 4]

Sharing Responsibility, Authority

Of course, the kind of learning environment Maniloff and others envision requires a school leader to "clearly articulate the vision and create a sense of mission," but then empower others—especially teachers—to carry out that mission, says Jean Brown, director of the Los Angeles Unified School District's Administrative Academy.

Indeed, many of the sessions that administrators attend at the Academy focus on "how to bring people together" and how to then harness that collective energy, says Brown. Some activities help administrators learn how to identify the natural leaders among the staff who can help bring other teachers along. If improving reading is a goal, for example, administrators are encouraged to find a teacher leader with strong skills in reading instruction who can share his effective strategies with his colleagues. "In this way, developing the staff is not the sole responsibility of the principal," Brown states.

Nor should developing the staff—or indeed making any instructional decision—be the sole responsibility of the principal, experts contend. That's the ironic twist of leadership: a principal is ultimately accountable, but not solely responsible, for success.

[Goal 5]

"You have to have the ability to give power away, to trust in the ability of others to do a good job," says Josie Rivera, principal at William Wood Elementary School and Guadalupe Elementary School in Victoria, Tex. Last year, Rivera was named a National Distinguished Principal by the National Association of Elementary School Principals. It was partly the academic success of students at both schools that brought her such recognition, but Rivera gives the credit to the leadership of the teachers.

First, however, Rivera had to build within teachers a desire to be empowered. "It started out slowly here," she recalls. "Teachers would ask me, 'What do you think of this?' 'Should I do that?' I would tell them, 'That's your decision to make.'" As her teachers became more accustomed to making decisions and overcame their uncertainty, "they became confident in their own expertise," Rivera says, adding that she then became a sounding board and cheerleader for their ideas.

"Principals should be visionary and allow teachers to take risks"—and that means allowing for some mistakes, Rivera maintains. "If the teacher wants to try something and it doesn't work out, we need to learn to ask, What did we learn from that?"

Riddile agrees. "Teachers may have answers, but may not realize they have the answers," he says. The leader's job, therefore, is to encourage teachers to test their ideas while always monitoring student progress. Teachers, Riddile submits, must become the scientific explorers of their profession. "When the Apollo astronauts went to the moon, they were on course only about 10 percent of the time," he points out. The astronauts had a vision, and they had a mission—"they knew where they were going, but they had to keep making adjustments along the way." No one thought of those adjustments as failures, and educators shouldn't either, he asserts. "There is no failure, only feedback."

Fighting Tradition, Building Trust

As ideal as it sounds, establishing a culture that supports teacher leadership and shared decision making is easier said than done, experts caution.

For one thing, most educators today grew up in a time when "the boss was supposed to be able to do everybody's job," says Holdzkom. As a result, teachers and principals alike have to overcome old, ingrained notions of leadership, he explains.

Today's leaders have to establish school cultures that help teachers "feel like they are equals," but teachers "often make decisions based upon what they think 'the boss' wants," notes Clete Bulach, director of the Professional Development Center at the State University of West Georgia. "That's really not shared decision making."

The problem often results when principals and teachers have a rather vague notion of what shared decision making is, Bulach adds. "Many leaders do not clearly explain the role of the subordinate in the decision-making process." So, teachers give their input and are disappointed if the principal's ultimate decision doesn't reflect their thinking. Teachers, he observes, are then less inclined to engage in the process.

Such disillusionment can be avoided, Bulach insists, if school leaders learn to do just two things: listen and communicate. To lead others "is a human thing," he notes. "To be effective, you have to have well-developed human relations skills."

[Goal 6]

"Listening," Bulach continues, "is one of the most critical skills any leader can develop. Listening conveys caring, and when people know you care, they begin to trust. Once they begin to trust, they open up and take risks."

"A principal should always listen and show teachers that she's willing to help them," states Rivera. It's all too easy to become distracted by the day-to-day minutiae, she admits, so she has a very practical, simple solution for other principals. When a teacher seeks you out, "put everything down and turn so that you're facing the person," she instructs. Rivera even went so far as to arrange the furniture so that she's facing the wall when she's sitting at her desk. "That way, if someone comes in, I have to

physically turn around in my chair," she explains. "There is no barrier between us—just one-on-one communication."

There are other tangible ways for principals to show they're listening, such as acting on the feedback they receive, adds North Carolina's Maniloff.

For example, administrators in the Principals' Executive Program are evaluated anonymously by teachers at their schools. "This way principals have an idea of what teachers think of their leadership" and where they think improvement is needed, Maniloff explains. She recalls that when she was a principal, she also went through the program, and teachers indicated that she didn't spend enough time celebrating the school's accomplishments. "They actually told me whom I should put in charge of celebrations," Maniloff remembers with a laugh. "So, I put that person in charge, and it worked. Every faculty meeting from then on included time for celebrations."

Ceremonies and celebrations are about focus and purpose, states Riddile, who tells teachers to "always remember why you do this." He sends the same message to students, parents, and other community members through the Outstanding Effort Award. Every quarter, J.E.B. Stuart High School holds a reception for honored students and their families to thank them for their continued effort. The gathering is a "win-win situation for everybody," Riddile says.

[Goal 7]

It's important for school leaders to make such connections with parents and the community, Brown affirms. A principal for 10 years, Brown would regularly solicit input from parents and community members to help guide the direction of the schools she managed. She also felt it was important to provide parents with training. "When we began a new math program at one school, we conducted a family math program in the evenings so parents would understand the program," she explains. The same strategy was used when the school implemented a new reading program.

These kinds of efforts are critical for strengthening the bond between school and home, Brown states. Often, she observes, when "an administrator keeps the community involved and informed, he or she finds that the goals of the parents and the school are not so very far apart."

An Honor and a Privilege

For her part, making time for honoring achievement and taking pleasure in accomplishments is now something Maniloff wholeheartedly supports. She is an unabashed, self-proclaimed champion of the principalship. "It's such hard work," she says, "but in the life of the principal, you get to see things that just make your heart sing."

It's those moments, Riddile adds, that "energize" good leaders. It's a tough job, he concedes, but "extroverts like myself get charged from being around a lot of people" and from the opportunity to solve problems. "It's really important to know why you're doing this job," he notes, adding that he

became a school leader because "as principal, I know I can make a difference."

Exploring the Role of the Principal When Kathy Birkett became principal at Neuqua Valley High School in Naperville, Ill., she made all the mistakes that first-year leaders often do. "I think my goal was survival," says Birkett. "I spent way too much time on administrivia and too little time on what really counts," such as the students and staff and community ties.

Birkett, now more seasoned, is one of seven principals featured in the ASCD video-based professional development program The Principal Series. The series is designed to help school leaders establish a personal plan to develop the skills essential to the principalship and motivate them to act on that plan.

The video series should also give those considering a career as a principal a good idea of how demanding and potentially all-consuming the job can be.

"I'm often asked to give tips to budding administrators," says Birkett, who has a continually growing list of suggestions. She tells those future administrators "to spend a lot of time looking at team and interpersonal dynamics," to analyze "how comfortable you are in being embroiled in controversy and having to make a stand," and to really explore what taking such a job will mean to them personally. Prospective principals "have to take a look at the work load" and decide if they're really willing to make such a commitment. The principalship "is a change in your personal life," Birkett says. "Balance is a constant issue."

Other ASCD Resources: On Becoming a School Leader: A Person-Centered Challenge. This book by Arthur W. Combs, Ann B. Miser, and Kathryn S. Whitaker describes person-centered leadership. The premise: rather than relying on outdated ways of managing schools, principals and other leaders must pay attention to the people issues of the school.

The Power and Promise of Meaningful Leadership. In this live audio recording from the 1999 Annual Conference and Exhibit Show, Cile Chavez discusses the need for school leaders to create learning environments that focus on building trust and hope among all staff.

ASCD's Professional Development Online: Effective Leadership. This Web-based, interactive course introduces a variety of techniques and tools to help principals and other administrators hone the skills that will enable them to lead successfully in times of change.

For more information on any of these resources, call ASCD at 800-933-2723 or 703-578-9600. Or visit the ASCD Online Store at http://www.ascd.org.

Online Resources Education Week. "You seldom find a good school without an effective leader," states Steve Drummond, deputy managing editor for Education Week.

That observation helped to inspire editors at Editorial Projects in Education Inc., which publishes Education Week, to launch a two-year special project that examines leadership in education. During the next two years, says Drummond, readers can look for various articles designed to promote discussion about how the jobs of principals and superintendents are changing and to explore the implications of that change.

Education Week's special projects can be found on the Web at http://www.edweek.org.

Education World. Several articles related to the issues associated with school leadership can be found on the Web at Education World. Go to http://www.education-world.com. Then, click on Administrators, located in the Quick Browse box. Then, click on School Principal Resources.

Middle Tennessee State University
POB 91 Murfreesboro, Tn 37132
M.Ed. in ADSU, concentration in **Library Science**
Comprehensive Exam Questions **ink or pencil is acceptable**

This exam will be graded by
Professor Sanders or Professor Boudreau-Henry.

Tips and Directions:

- Each question is answered in its own bluebook
- On the front of **each** bluebook include the question number and the short title that is provided
- On the front of **each** bluebook, include your name
- **Writing style** is graded as well as content. Cross-outs and other errors count against your scoring
- You may use the back or covers of the bluebooks to make notes/outline etc.
- Use sources, but do not include a list of references—just cite within the essays with the author/date form that APA uses.
- Use of expected sources should include *Empowering Learners*, Barbara Stripling, Big Six, David Loertscher, Stephen Krashen, AASL and ALA position statements, Keith Curry-Lance, Carol Kuhlthau, *Standards for the 21st Century Learner* and others that are important.
- All answers will include accommodation for students of differing learning abilities.

Here You go….get started

All students will answer this question:

QUESTION A: MARC RECORD—

SPEND NO MORE THAN **15 MINUTES** ON THIS QUESTION

Question A*: Short title is* **MARC RECORD**
Using the rules of Libs 6120, ISBD, AACR2, MARC--Create an original **Marc record** for this item. Create a MARC worksheet in your bluebook with each field tag on a separate line. NO SUMMARY IS REQUIRED; **NO SUBJECT HEADINGS ARE REQUIRED**. The information below contains Area 1, Area 2, Area 4, Area 5, Area 6, Area 7, Area 8 information. The Main and Added Entries (Access Points) should be included in the MARC record. *THIS IS NOT A BLOCK RECORD. A list of MARC tags is on the next page.*

- Title: The Selected Works of T.S. Spivet
- Series title: Folk tales for young people ; no. 4
- Author: Written by Mo Willems and illustrated by Jon Bluthe
- Reading level: Ages 4-8
- Hardcover: 64 pages
- Publisher: Hyperion Books Chicago; 1 edition (June 8, 2010)

- Summary: Ten-year old T.S. Spivet is a cartographer who draws maps of everything he encounters.
- Subject headings: Maps-Juvenile fiction. Cartography—Juvenile fiction.
- Language: English
- ISBN-10: 1423103009
- LCCN: 20109224
- Product Dimensions: 10.3 inches high by 5 inches wide
- Hornbook Review rating: 4.8 out of 5
- Awards: Caldecott Honor book, 2010

You may use the covers of the bluebooks for organizational notes. Use outlines, webs, lists to identify the ideas you want to cover in the answers. 15 minutes per question is built into the time expectations for each question. Each answer usually covers at least 5 pages of the bluebook. Do not write repetitively; redundancy will be penalized. You may use pen or pencil and write on both sides of the pages of the bluebook.

Questions 2 &3: Choose 2 of the following choice questions.

CHOICE1: Short title is IN SERVICE [70 minutes minimum]

a) **Outline** the topics for an in-service (to district principals) on Information Literacy.
b) **Use at least 3 levels for each entry i.e. A. 1. a. b. 2. a. b. B. 1. a. 2. A.** Okay to violate the rule of outlining by having only one subheading.
c) Expand each topic and draw a storyboard for the PowerPoint presentation that you will use for the in-service. Include one of the **process models** to teach information literacy skills. Include *Empowering Learners* principles and library skills from *Standards for the 21st Century Learner*. Remember: principals are interested in bottom line influences on academic achievement. Citation of research will be vital to success in this question.

CHOICE2: Short title is READING [70 minutes minimum]

The summer reading program in Beaumont Middle School is focusing on the American Civil War. The project collaborates with the local public library. The middle school classes are

within walking distance of the public library. Each class of 23 students can visit the public library up to 3 times.

You decide that you need to complete these tasks:

Create a LIST of the literacy skills (BigSix and Standards for the 21st Century Learner) that you think they will need to complete the project.

1. Outline **three** sessions of programming for the project
2. For EACH session:
    a. Include the title of the session
    b. Include the objectives (general description)
    c. The literacy skills from the list in #1 that match this session
    d. The activities
    e. The assessment you will use

Number each part (1, 2) and with part 2, label each lesson as SESSION 1, SESSION 2, SESSION 3. Make sure that the comprehensive exam grader can understand the relationships between the sessions.

CHOICE3: Short title is NCLB [70 minutes minimum]

Explain the relationship between NCLB, Common Core Standards, and the effective library program.

RESOURCES FOR THE EXAM START HERE

Marc Tags

020 $a ISBN

082 $a DDC class number $b author number

100 $a Main entry; personal name; this is a person who is primary creator – author (INDICATORS NEEDED)

245 $a Title proper, $b, subtitle, $c S of R (INDICATORS NEEDED)

246 $a Varying Form of Title

250 $a Edition

260 $a Publication Information

300 $a Physical Description

490 $a Series

500 $a General Note

504 $a Bibliography, Etc. Note

505 $a Formatted Contents Note

508 $a Creation/Production Credits Note

511 $a Participant or Performer Note

520 $a Summary

526 $a Reading Level

586 $a Awards That Item Has Won

700 $a Access Point (Added Entry) ; Personal Name; Someone Who Helped Create The Work. This Is Not a Subject for the Item. (INDICATORS NEEDED)

830 $a Series (INDICATORS NEEDED)

NCLB: No Child Left Behind

Three days after taking office in January 2001 as the 43rd President of the United States, George W. Bush announced *No Child Left Behind*, his framework for bipartisan education reform that he described as "the cornerstone of my Administration." President Bush emphasized his deep belief in our public schools, but an even greater concern that "too many of our neediest children are being left behind," despite the nearly $200 billion in Federal spending since the passage of the Elementary and Secondary Education Act of 1965 (ESEA). The President called for bipartisan solutions based on accountability, choice, and flexibility in Federal education programs.

Less than a year later, despite the unprecedented challenges of engineering an economic recovery while leading the Nation in the war on terrorism following the events of September 11, President Bush secured passage of the landmark *No Child Left Behind* Act of 2001 (NCLB Act). The new law reflects a remarkable consensus-first articulated in the President's *No Child Left Behind* framework-on how to improve the performance of America's elementary and secondary schools while at the same time ensuring that no child is trapped in a failing school.

The NCLB Act, which reauthorizes the ESEA, incorporates the principles and strategies proposed by President Bush. These include increased accountability for States, school districts, and

schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for States and local educational agencies (LEAs) in the use of Federal education dollars; and a stronger emphasis on reading, especially for our youngest children.

INCREASED ACCOUNTABILITY

The NCLB Act will strengthen Title I accountability by requiring States to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging State standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years. Assessment results and State progress objectives must be broken out by poverty, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. School districts and schools that fail to make adequate yearly progress (AYP) toward statewide proficiency goals will, over time, be subject to improvement, corrective action, and restructuring measures aimed at getting them back on course to meet State standards. Schools that meet or exceed AYP objectives or close achievement gaps will be eligible for State Academic Achievement Awards.

MORE CHOICES FOR PARENTS AND STUDENTS

The NCLB Act significantly increases the choices available to the parents of students attending Title I schools that fail to meet State standards, including immediate relief-beginning with the 2002-03 school year-for students in schools that were previously identified for improvement or corrective action under the 1994 ESEA reauthorization.

LEAs must give students attending schools identified for improvement, corrective action, or restructuring the opportunity to attend a better public school, which may include a public charter school, within the school district. The district must provide transportation to the new school, and must use at least 5 percent of its Title I funds for this purpose, if needed.

For students attending persistently failing schools (those that have failed to meet State standards for at least 3 of the 4 preceding years), LEAs must permit low-income students to use

Title I funds to obtain supplemental educational services from the public- or private-sector provider selected by the students and their parents. Providers must meet State standards and offer services tailored to help participating students meet challenging State academic standards.

To help ensure that LEAs offer meaningful choices, the new law requires school districts to spend up to 20 percent of their Title I allocations to provide school choice and supplemental educational services to eligible students.

In addition to helping ensure that no child loses the opportunity for a quality education because he or she is trapped in a failing school, the choice and supplemental service requirements provide a substantial incentive for low-performing schools to improve. Schools that want to avoid losing students-along with the portion of their annual budgets typically associated with those students-will have to improve or, if they fail to make AYP for 5 years, run the risk of reconstitution under a restructuring plan.

GREATER FLEXIBILITY FOR STATES, SCHOOL DISTRICTS, AND SCHOOLS

One important goal of *No Child Left Behind* was to breathe new life into the "flexibility for accountability" bargain with States first struck by President George H.W. Bush during his historic 1989 education summit with the Nation's Governors at Charlottesville, Virginia. Prior flexibility efforts have focused on the waiver of program requirements; the NCLB Act moves beyond this limited approach to give States and school districts unprecedented flexibility in the use of Federal education funds in exchange for strong accountability for results.

New flexibility provisions in the NCLB Act include authority for States and LEAs to transfer up to 50 percent of the funding they receive under 4 major State grant programs to any one of the programs, or to Title I. The covered programs include Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools.

The new law also includes a competitive State Flexibility Demonstration Program that permits up to 7 States to consolidate the State share of nearly all Federal State grant programs-including Title I, Part A Grants to Local Educational Agencies-while providing additional

flexibility in their use of Title V Innovation funds. Participating States must enter into 5-year performance agreements with the Secretary covering the use of the consolidated funds, which may be used for any educational purpose authorized under the ESEA. As part of their plans, States also must enter into up to 10 local performance agreements with LEAs, which will enjoy the same level of flexibility granted under the separate Local Flexibility Demonstration Program. The new competitive Local Flexibility Demonstration Program would allow up to 80 LEAs, in addition to the 70 LEAs under the State Flexibility Demonstration Program, to consolidate funds received under Teacher Quality State Grants, Educational Technology State Grants, Innovative Programs, and Safe and Drug-Free Schools programs. Participating LEAs would enter into performance agreements with the Secretary of Education, and would be able to use the consolidated funds for any ESEA-authorized purpose.

PUTTING READING FIRST

No Child Left Behind stated President Bush's unequivocal commitment to ensuring that every child can read by the end of third grade. To accomplish this goal, the new Reading First initiative would significantly increase the Federal investment in scientifically based reading instruction programs in the early grades. One major benefit of this approach would be reduced identification of children for special education services due to a lack of appropriate reading instruction in their early years.

The NCLB Act fully implements the President's Reading First initiative. The new Reading First State Grant program will make 6-year grants to States, which will make competitive subgrants to local communities. Local recipients will administer screening and diagnostic assessments to determine which students in grades K-3 are at risk of reading failure, and provide professional development for K-3 teachers in the essential components of reading instruction.

The new Early Reading First program will make competitive 6-year awards to LEAs to support early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families. Recipients will use instructional strategies and professional development drawn from scientifically based reading research to help young children to attain

the fundamental knowledge and skills they will need for optimal reading development in kindergarten and beyond.

OTHER MAJOR PROGRAM CHANGES

The *No Child Left Behind* Act of 2001 also put the principles of accountability, choice, and flexibility to work in its reauthorization of other major ESEA programs. For example, the new law combines the Eisenhower Professional Development and Class Size Reduction programs into a new Improving Teacher Quality State Grants program that focuses on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers. The new program gives States and LEAs flexibility to select the strategies that best meet their particular needs for improved teaching that will help them raise student achievement in the core academic subjects. In return for this flexibility, LEAs are required to demonstrate annual progress in ensuring that all teachers teaching in core academic subjects within the State are highly qualified.

The NCLB Act also simplified Federal support for English language instruction by combining categorical bilingual and immigrant education grants that benefited a small percentage of limited English proficient students in relatively few schools into a State formula program. The new formula program will facilitate the comprehensive planning by States and school districts needed to ensure implementation of programs that benefit all limited English proficient students by helping them learn English and meet the same high academic standards as other students.

Other changes will support State and local efforts to keep our schools safe and drug-free, while at the same time ensuring that students-particularly those who have been victims of violent crimes on school grounds-are not trapped in persistently dangerous schools. As proposed in *No Child Left Behind*, States must allow students who attend a persistently dangerous school, or who are victims of violent crime at school, to transfer to a safe school. States also must report school safety statistics to the public on a school-by-school basis, and LEAs must use Federal Safe

and Drug-Free Schools and Communities funding to implement drug and violence prevention programs of demonstrated effectiveness.

9 Common Beliefs from Empowering Learners

(1) Reading is a window to the world.
(2) Inquiry provides a framework for learning.
(3) Ethical behavior in the use of information must be taught.
(4) Technology skills are crucial for future employment needs.
(5) Equitable access is a key component for education.
(6) The definition of information literacy has become more complex as resources and technologies have changed.
(7) The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
(8) Learning has a social context.
(9) School libraries are essential to the development of learning skills.

Learning Standards

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

CCSS ANCHOR STANDARDS FOR READING

KEY IDEAS AND DETAILS

- CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE

- CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

- CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1]
- CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CCSS ANCHOR STANDARDS FOR WRITING

TEXT TYPES AND PURPOSES[1]

- CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

PRODUCTION AND DISTRIBUTION OF WRITING

- CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

RANGE OF WRITING

- CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

PRESENTATION OF KNOWLEDGE AND IDEAS

- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

THE CCSS INSTRUCTIONAL SHIFTS IN ELA / LITERACY

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

Middle Tennessee State University
POB 91 Murfreesboro, Tn 37132
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- Look at the **end of this document** for resources that you may use.
- All answers will include accommodation for students of differing learning abilities.

All students will answer this question:

Question A*: Short title is* **CATALOG THIS**
Using the rules of Libs 6120, ISBD, AACR2, MARC--Create an original **Marc record** for this item. Create a MARC worksheet in your bluebook with each field tag on a separate line. NO SUMMARY IS REQUIRED; NO SUBJECT HEADINGS ARE REQUIRED. The information below contains Area 1, Area 2, Area 4, Area 5, Area 6, Area 7, Area 8 information. The Main and Added Entries (Access Points) should be included in the MARC record. *THIS IS NOT A BLOCK RECORD. A list of MARC tags is on the next page.*

- Title: City Dog, Country Frog
- Series title: Folk tales for young people ; no. 4
- Author: Written by Mo Willems and illustrated by Jon Bluthe
- Reading level: Ages 4-8
- Hardcover: 64 pages
- Publisher: Hyperion Books Chicago; 1 edition (June 8, 2010)
- Language: English
- ISBN-10: 1423103009
- LCCN: 20109224
- Product Dimensions: 10.3 inches high by 5 inches wide
- Hornbook Review rating: 4.8 out of 5
- Awards: Caldecott Honor book, 2010
-

Questions 2 &3: Choose 2 of the following choice questions.

CHOICE1: Short title is IN SERVICE

a) Choose a topic for the in service.
b) Tell me the title and brief abstract.
c) Create an outline of your topic for an in-service (to district principals) on Information Literacy.
    i) Expand each topic for the PowerPoint presentation that you will use for the in-service.
d) **Draw** a storyboard for the presentation; include descriptions of the graphics, charts, hyperlinks, voice and/or video that will be included. List font types used and timings for each slide.
e) Include one of the **process models** to teach information literacy skills. Include *Empowering Learners* principles and library skills from *Standards for the 21st Century Learner.* Remember: principals are interested in bottom line influences on academic achievement. Citation of research will be vital to success in this question.

CHOICE #2: Short title is READING

Reading fluency is most affected by extensive reading. Knowing this, discuss a program that will attract and influence teenagers to keep on reading after elementary school. What types of materials and sources will you provide? What kind of programs will you provide? From whom can you seek help? Specific Common Core Anchor standards or instructional shifts, Empowering Learners principles, experts, authors, and teen-friendly materials (all media) should be cited. What proof can you provide that the program will work?

CHOICE #3: Short title is NCLB

No Child Left Behind emphasizes measurable student progress. What role do school librarians have in meeting the requirements of NCLB? How will school librarians prove that the library program contributes to attainment of achievement goals? (A summary of NCLB is included in the packet)

No Child Left Behind

Three days after taking office in January 2001 as the 43rd President of the United States, George W. Bush announced *No Child Left Behind*, his framework for bipartisan education reform that he described as "the cornerstone of my Administration." President Bush emphasized his deep belief in our public schools, but an even greater concern that "too many of our neediest children are being left behind," despite the nearly $200 billion in Federal spending since the passage of the Elementary and Secondary Education Act of 1965 (ESEA). The President called for bipartisan solutions based on accountability, choice, and flexibility in Federal education programs.

Less than a year later, despite the unprecedented challenges of engineering an economic recovery while leading the Nation in the war on terrorism following the events of September 11, President Bush secured passage of the landmark *No Child Left Behind* Act of 2001 (NCLB Act). The new law reflects a remarkable consensus-first articulated in the President's *No Child Left Behind* framework-on how to improve the performance of America's elementary and secondary schools while at the same time ensuring that no child is trapped in a failing school.

The NCLB Act, which reauthorizes the ESEA, incorporates the principles and strategies proposed by President Bush. These include increased accountability for States, school districts, and schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for States and local educational agencies (LEAs) in the use of Federal education dollars; and a stronger emphasis on reading, especially for our youngest children.

INCREASED ACCOUNTABILITY

The NCLB Act will strengthen Title I accountability by requiring States to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging State standards in reading and mathematics, annual testing for all students in

grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years. Assessment results and State progress objectives must be broken out by poverty, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. School districts and schools that fail to make adequate yearly progress (AYP) toward statewide proficiency goals will, over time, be subject to improvement, corrective action, and restructuring measures aimed at getting them back on course to meet State standards. Schools that meet or exceed AYP objectives or close achievement gaps will be eligible for State Academic Achievement Awards.

MORE CHOICES FOR PARENTS AND STUDENTS

The NCLB Act significantly increases the choices available to the parents of students attending Title I schools that fail to meet State standards, including immediate relief-beginning with the 2002-03 school year-for students in schools that were previously identified for improvement or corrective action under the 1994 ESEA reauthorization.

LEAs must give students attending schools identified for improvement, corrective action, or restructuring the opportunity to attend a better public school, which may include a public charter school, within the school district. The district must provide transportation to the new school, and must use at least 5 percent of its Title I funds for this purpose, if needed.

For students attending persistently failing schools (those that have failed to meet State standards for at least 3 of the 4 preceding years), LEAs must permit low-income students to use Title I funds to obtain supplemental educational services from the public- or private-sector provider selected by the students and their parents. Providers must meet State standards and offer services tailored to help participating students meet challenging State academic standards.

To help ensure that LEAs offer meaningful choices, the new law requires school districts to spend up to 20 percent of their Title I allocations to provide school choice and supplemental educational services to eligible students.

In addition to helping ensure that no child loses the opportunity for a quality education because he or she is trapped in a failing school, the choice and supplemental service requirements provide a substantial incentive for low-performing schools to improve. Schools that want to avoid losing students-along with the portion of their annual budgets typically associated with those students-will have to improve or, if they fail to make AYP for 5 years, run the risk of reconstitution under a restructuring plan.

GREATER FLEXIBILITY FOR STATES, SCHOOL DISTRICTS, AND SCHOOLS

One important goal of *No Child Left Behind* was to breathe new life into the "flexibility for accountability" bargain with States first struck by President George H.W. Bush during his historic 1989 education summit with the Nation's Governors at Charlottesville, Virginia. Prior flexibility efforts have focused on the waiver of program requirements; the NCLB Act moves beyond this limited approach to give States and school districts unprecedented flexibility in the use of Federal education funds in exchange for strong accountability for results.

New flexibility provisions in the NCLB Act include authority for States and LEAs to transfer up to 50 percent of the funding they receive under 4 major State grant programs to any one of the programs, or to Title I. The covered programs include Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools.

The new law also includes a competitive State Flexibility Demonstration Program that permits up to 7 States to consolidate the State share of nearly all Federal State grant programs-including Title I, Part A Grants to Local Educational Agencies-while providing additional flexibility in their use of Title V Innovation funds. Participating States must enter into 5-year performance agreements with the Secretary covering the use of the consolidated funds, which may be used for any educational purpose authorized under the ESEA. As part of their plans, States also must enter into up to 10 local performance agreements with LEAs, which will enjoy the same level of flexibility granted under the separate Local Flexibility Demonstration Program. The new competitive Local Flexibility Demonstration Program would allow up to 80 LEAs, in addition to the 70 LEAs under the State Flexibility Demonstration Program, to consolidate funds

received under Teacher Quality State Grants, Educational Technology State Grants, Innovative Programs, and Safe and Drug-Free Schools programs. Participating LEAs would enter into performance agreements with the Secretary of Education, and would be able to use the consolidated funds for any ESEA-authorized purpose.

PUTTING READING FIRST

No Child Left Behind stated President Bush's unequivocal commitment to ensuring that every child can read by the end of third grade. To accomplish this goal, the new Reading First initiative would significantly increase the Federal investment in scientifically based reading instruction programs in the early grades. One major benefit of this approach would be reduced identification of children for special education services due to a lack of appropriate reading instruction in their early years.

The NCLB Act fully implements the President's Reading First initiative. The new Reading First State Grant program will make 6-year grants to States, which will make competitive subgrants to local communities. Local recipients will administer screening and diagnostic assessments to determine which students in grades K-3 are at risk of reading failure, and provide professional development for K-3 teachers in the essential components of reading instruction.

The new Early Reading First program will make competitive 6-year awards to LEAs to support early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families. Recipients will use instructional strategies and professional development drawn from scientifically based reading research to help young children to attain the fundamental knowledge and skills they will need for optimal reading development in kindergarten and beyond.

OTHER MAJOR PROGRAM CHANGES

The *No Child Left Behind* Act of 2001 also put the principles of accountability, choice, and flexibility to work in its reauthorization of other major ESEA programs. For example, the new law combines the Eisenhower Professional Development and Class Size Reduction programs

into a new Improving Teacher Quality State Grants program that focuses on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers. The new program gives States and LEAs flexibility to select the strategies that best meet their particular needs for improved teaching that will help them raise student achievement in the core academic subjects. In return for this flexibility, LEAs are required to demonstrate annual progress in ensuring that all teachers teaching in core academic subjects within the State are highly qualified.

The NCLB Act also simplified Federal support for English language instruction by combining categorical bilingual and immigrant education grants that benefited a small percentage of limited English proficient students in relatively few schools into a State formula program. The new formula program will facilitate the comprehensive planning by States and school districts needed to ensure implementation of programs that benefit all limited English proficient students by helping them learn English and meet the same high academic standards as other students.

Other changes will support State and local efforts to keep our schools safe and drug-free, while at the same time ensuring that students-particularly those who have been victims of violent crimes on school grounds-are not trapped in persistently dangerous schools. As proposed in *No Child Left Behind*, States must allow students who attend a persistently dangerous school, or who are victims of violent crime at school, to transfer to a safe school. States also must report school safety statistics to the public on a school-by-school basis, and LEAs must use Federal Safe and Drug-Free Schools and Communities funding to implement drug and violence prevention programs of demonstrated effectiveness.

9 Common Beliefs from Empowering Learners

(1) Reading is a window to the world.
(2) Inquiry provides a framework for learning.
(3) Ethical behavior in the use of information must be taught.
(4) Technology skills are crucial for future employment needs.
(5) Equitable access is a key component for education.
(6) The definition of information literacy has become more complex as resources and technologies have changed.

(7) The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
(8) Learning has a social context.
(9) School libraries are essential to the development of learning skills.

LEARNING STANDARDS

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

CCSS ANCHOR STANDARDS FOR READING

KEY IDEAS AND DETAILS

- CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE

- CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

- CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1]
- CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CCSS ANCHOR STANDARDS FOR WRITING

TEXT TYPES AND PURPOSES[1]

- CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

PRODUCTION AND DISTRIBUTION OF WRITING

- CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

RANGE OF WRITING

- CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

PRESENTATION OF KNOWLEDGE AND IDEAS

- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

THE CCSS INSTRUCTIONAL SHIFTS IN ELA / LITERACY

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

Tips and Directions:

- **Questions A & 3 only:**
  - Each question is answered in its own bluebook
  - On the front of **each** bluebook include the question number and the short title that is provided
  - On the front of **each** bluebook, include your name
- **Writing style** is graded as well as content. Cross-outs and other errors count against your scoring
- You may use the back or covers of the bluebooks to make notes/outline etc.
- Use sources, but do not include a list of references—just cite within the essays with the author/date form that APA uses.
- Use of expected sources should include *Empowering Learners*, Barbara Stripling, Big Six, David Loertscher, Stephen Krashen, AASL and ALA position statements, Keith Curry-Lance, Carol Kuhlthau, *Standards for the 21st Century Learner* and **others that are important**.
- All answers will include accommodation for students of differing learning abilities.
- **Question B only:**
  - Answers are written on the test question sheets in the table provided

Suggested times are to help you monitor your time.

Spring 2016 M.Ed. ADSU / Library Science

There are 3 questions to answer. Here are the first two.

Question A in bluebook:

30 minutes

QUESTION A: **Short title is ….**
MARC record

Using the rules of the cataloging class, ISBD, AACR2, RDA, MARC--Create an original MARC record for this item. The record is in the labelled list format, but you must create a MARC worksheet in your bluebook with each field tag on a separate line. **NO SUMMARY IS REQUIRED; NO SUBJECT HEADINGS ARE REQUIRED**. The information below contains Area 1, Area 2, Area 4, Area 5, Area 6, Area 7, Area 8 information. The Main (Primary access point) and Added Entries (Access points) should be included in the MARC record. Include 336, 337, 338 fields

A list of MARC tags is in the resources area of this document. The record must conform to the rules of cataloging class.

The Winsome Puppies

Written by

Jack Russell

and illustrated by

Fifi

McGraw Hill Books New York

There is a sticker that says, “Caldecott Honor book”

On the Verso, you find this information:

Reading level: Ages 4-8
3rd edition (June 8, 2015)
Hornbook Review rating: 4.8 out of 5
AR level 5.4 ; Lexile 500

You browse the book and find this information:

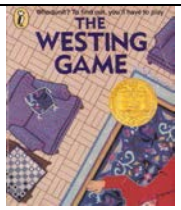
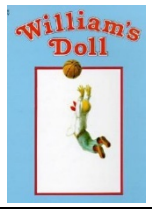
• Language: English

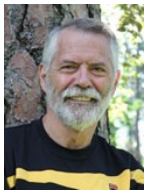
• ISBN-10: 1423103009

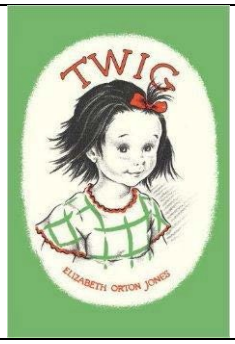
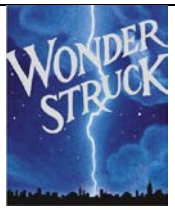
• LCCN: 20109224
Product Dimensions: 12 inches high
Hardcover: 8 BOARD pages

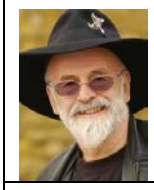
Question B on this table: 60 minutes

Question B: Short title is Kidlit Authors
FILL IN ALL BLANK CELLS WITH ANY WORK THAT MATCHES. The first one is finished (HIGHLIGHT SHOWS WHAT I ADDED). Answer on this table; do not use a bluebook!

Author	Genre Most Often Writes In	Major Work
1. Elizabeth George Speare	**Historical Fiction**	**The Witch of Blackbird Pond**
	Fantasy	Mrs. Frisby And The Rats Of NIMH
		
		

Chris Crutcher 	**Realistic Fiction**	
Cynthia Rylant		

Diana Wynne Jones	**Fantasy**	
E.L. Konigsburg		
Elizabeth George Speare	**Historical Fiction**	**The Witch Of Blackbird Pond**
Elizabeth Orton Jones		
		Funny Bones: Posada and His Day of the Dead Calaveras
Jean Craighead George		
		

		The books with Pinkerton as main
		**Unseen Academicals AND Dodger**
Maggie Stiefvater		**The Raven Boys**
Robert Cormier	**Realistic Fiction**	
Tamora Pierce	**Fantasy**	
Ursula Leguin	**Fantasy**	
Who illustrated?		**The Lion and the Mouse**
Who illustrated?		**Trombone Shorty**

		Miss Rumphius
Who illustrated?		**Uncle Jed's Barbershop**
Patricia Mckissack		
		Tuck Everlasting
Who Wrote? **Who Illustrated?**		**DoLikeKyla**
		Gone Crazy in Alabama
		BoneGap

Question 3: Choose ONE of the following choice questions and answer in a bluebook: **90 minutes**

CHOICE1: Short title is …

EVALUATION

You have been in **Dave Grohl Middle School** for three years. Your tenure year is your FIFTH year (new rules). The evaluation by your principal is a major deciding factor. The Tennessee State Legislature has delayed using student scores from PARCC or TCAP tests as part of librarian's evaluation. The future is uncertain in regards to using student results to determine teacher effectiveness. But you want to be prepared for any result so you must be able to address all 3 of these issues.

What will you do in the next year to ensure that the students achieve highly on achievement tests? Choose **ONE** of the courses by academic area, *[in the Resources section]*

Identify & describe

- the skills being taught to those students,
- the process models that you would use and why you chose these (Kuhlthau, Big6, etc.)
- activities to teach the skills to students,
- assessments to see if the students attained the skills.
- Identify **pros and cons** of being evaluated in this manner.
- Describe an **assessment** of **your professional** skills that you think would be valid and reliable.

HINT: Good library practice does not incorporate all skills into all subjects in a one-year time period. A Scope and Sequence was used in Libs 6110 and Libs 6200 (Big Six).

CHOICE 2: Short title is …

8TH GRADE:

The **8th grade** class will use the library for four days for a research project dealing with the Civil Rights era of 1962-1970.

Please create a LIST of the literacy skills that you think they will need to complete the project.

Create a three lesson unit for the class.

For EACH lesson:

Include the title of the lesson

Include the objectives (general description)

The literacy skills from the list in #1 that match this lesson

The activities

The assessment you will use

Number each part (1, 2) and with part 2, label each lesson as LESSON 1, LESSON 2, LESSON 3. Make sure that the grader can understand the relationships in the lesson.

These are the **types** of resources that are usually provided for your success on this exam. The resources vary in number and type each semester.

Resources that may help you identify ideas for the exam response

MARC TAGS—you must include indicators—those are not listed here

020 $a ISBN

082 $a DDC class number $b author number

100 $a Main entry; personal name; this is a person who is primary creator – author (INDICATORS NEEDED)

245 $a Title proper, $b, subtitle, $c S of R (INDICATORS NEEDED) [memorize punctuation]

246 $a Varying Form of Title

250 $a Edition

260 $a Publication Information [memorize subfield codes and punctuation]

300 $a Physical Description [memorize subfield codes and punctuation]

336 xx $aContent

337 xx $aMedia

338 xx $$aCarrier

490 $a Series

500 $a General Note

504 $a Bibliography, Etc. Note

505 $a Formatted Contents Note [memorize subfield codes and punctuation]

508 $a Creation/Production Credits Note

511 $a Participant or Performer Note

520 $a Summary [memorize subfield codes and punctuation]

526 $a Reading Level, reading program

586 $a Awards That Item Has Won

700 $a Access Point (Added Entry) ; Personal Name; Someone Who Helped Create The Work. This Is Not a Subject for the Item. (INDICATORS NEEDED)

830 $a Series (INDICATORS NEEDED)

9 COMMON BELIEFS FROM EMPOWERING LEARNERS

(1) Reading is a window to the world.
(2) Inquiry provides a framework for learning.
(3)) Ethical behavior in the use of information must be taught.
(4)) Technology skills are crucial for future employment needs.
(5)) Equitable access is a key component for education.
(6)) The definition of information literacy has become more complex as resources and technologies have changed.
(7)) The continuing expansion of information demands that all individuals acquire the thinking skills
that will enable them to learn on their own.
(8) Learning has a social context.
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CCSS ANCHOR STANDARDS FOR WRITING

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- CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

RANGE OF WRITING

- CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

PRESENTATION OF KNOWLEDGE AND IDEAS

- CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

THE CCSS INSTRUCTIONAL SHIFTS IN ELA / LITERACY

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

ASSESSMENT TEST INFORMATION

FROM THE STATE DOE SITE:

The TCAP currently includes the Achievement Test (grades 3-8), the Writing Test, the Gateway Tests and the End of Course Tests.
The State is an English only State; all assessments are provided in English only. We do not offer any of our assessments in a Native Language format.

HERE ARE THE READING STANDARDS FOR THE MIDDLE SCHOOL:

The students in grades 6-8 will learn, practice, and internalize strategies that are essential life-long learning skills for reading, writing, understanding, and interpreting content specific materials. The strategies will be applied in the content areas of English, mathematics, science, and social studies. Skills will include previewing and reviewing print and non-print text, activating prior knowledge, processing and acquiring new vocabulary, organizing information, understanding visual representations, self-monitoring,
and reflecting.

From Kuhlthau's website:

The Information Search Process (ISP) presents a holistic view of information seeking from the user's perspective in six stages: task initiation, selection, exploration, focus formulation,

collection and presentation. The six stage model of the ISP incorporates three realms of experience: the affective (feelings) the cognitive (thoughts) and the physical (actions) common to each stage (1). The ISP reveals information seeking as a process of construction influenced by Kelly's personal construct theory (2) with information increasing uncertainty in the early stages of the ISP.

Guided Inquiry:

1. educators who want to prepare students for work, citizenship and daily living in an information rich environment;
2. educators who want to know more about inquiry as a way of learning and teaming as a way of teaching;
3. teachers, school librarians, administrators and supervisors who are initiating an inquiry approach to learning in their school;
4. teachers and school librarians who are using a project based approach to teaching, but want to make the projects more meaningful;
5. teachers and school librarians who want to implement an inquiry approach to enhance content areas of the curriculum;
6. school librarians who want to involve classroom teachers and content area specialists in an inquiry approach to scaffolding information literacy throughout grade levels;
7. public librarians and museum educators who want to know about an inquiry approach and their role in working with school staff and students;
8. parents who are want to see their children engaged in learning and preparing for 21st century living.

Master of Science in Education Comprehensive Examination Rubric

Student: _____ Date: _____ Evaluator: _____ • Passing score is 2 or 3. • Cumulative scoring for each question: Passing 10-15, Not Passing 9 or less • Total exam score: Passing 30-45, Not Passing 29 or less

	0 - Unsatisfactory	**1 - Marginal**	**2 - Satisfactory**	**3 - Accomplished**	**SCORE**
Completeness of Answer	Response demonstrates little or no understanding of the question. Information is missing and substantial parts of the question are not answered fully	Response demonstrates some basic understanding of the question, but is incomplete. Some information is missing and a few parts of the question are not answered fully.	Response demonstrates adequate understanding of the question. Factual information is provided and all parts of the question are answered.	Response demonstrates thorough understanding of the question. Response goes beyond factual information demonstrating nuanced understanding of the question. All parts of the question are thoroughly answered.	
Validity of Facts and Perspectives	The majority of the facts, conclusions, and statements are incorrect and/or invalid.	Some of the facts, conclusions, and statements are incorrect and/or invalid.	All the facts, conclusions, and statements are accurate and/or valid.	All facts, conclusions, and statements are accurate and/or valid. They also logically support the topic being discussed.	
Evidence of Background Knowledge and Integration of Theory and Practice	No or very little integration of theory and practice is present. No or very little evidence of higher-order	Integration of theory and practice is present, yet sometimes weak. There is some evidence of higher-	Integration of theory and practice is present. At least two different higher order thinking skills such as application,	Integration of theory and practice is strong. Use of higher-order thinking skills such as application,	

	thinking skills such as application, analysis, synthesis, or evaluation.	order thinking skills such as application, analysis, synthesis, or evaluation.	analysis, synthesis, or evaluation are evident.	analysis, synthesis, or evaluation demonstrates depth and breadth of knowledge.	
Citations of Relevant Research (author, date)	Citations are not relevant or present	Citation information is vague or not clearly relevant to the topic. Several key issues or portions of the response are unsupported and/or incorrectly cited.	Citation information is evident and accurate for key issues or for portions of the response, but citation is not always complete.	Consistently cites references that support all key issues resulting in a scholarly, thoughtful voice throughout the response.	
Quality of Writing	Response contains an abundance of errors in grammar, usage, and mechanics so that meaning is obscured. There is no or little organization in the response.	Response contains noticeable errors in grammar, usage, and mechanics so that the reader is distracted from the content. There is limited organization in the response.	Response is free of most errors in grammar, usage, and mechanics so that the reader is minimally distracted from the content. The response is well organized.	Response is free of errors in grammar, usage, and mechanics that would distract the reader from the content. Clear organization is obvious.	
Students who earn a failing grade on any question of their comprehensive exam will need to complete remedial actions as specified by their program coordinator. Such actions may include any of the following: further study; re-writing portions of the exam; or re-taking the entire exam in another semester.					

0405-DATA-TABLE-COMPREHENSIVE-EXAM-MED-ADSU-LIBS

Program Title / Degree	Course / Event Associated with Assessment	Assessment Title (To Identify File Folder with All Files)	1a. Content Knowledge for Tc	1b. Pedagogical Content Knowledge & Skills for Tc	1c. Professional and Pedagogical Knowledge & Skills for Tc	1d. Student Learning for Tc	**1e. Knowledge & Skills for Osp**	**1f. Student Learning for Osp**	**1g. Expectations for Professional Dispositions**
M.Ed. ADSU Library Science	Admission	Ba/Bs Transcript	NA	NA	NA	NA	**82%**	**NA**	**82%**
M.Ed. ADSU Library Science	Admission	Tn Teacher Lic	NA	NA	NA	NA	**100%**	**NA**	**100%**
M.Ed. ADSU Library Science	Libs 6110-6105	0100 Selection	NA	NA	NA	NA	**84%**	**84%**	**84%**
M.Ed. ADSU Library Science	Libs 6550	0200 Philosophy of Librarianship	NA	NA	NA	NA	**96%**	**98%**	**98%**
M.Ed. ADSU Library Science	Libs 6550	0300 Lesson Plans	NA	NA	NA	NA	**85%**	**85%**	**85%**
M.Ed. ADSU Library Science	Libs 6110-6105	0600 Dispositions	NA	NA	NA	NA	**NA%**	**NA**	**98%**
M.Ed. ADSU Library Science	End of Program	0300 Lesson Plans	NA	NA	NA	NA	**88%**	**89%**	**95%**
M.Ed. ADSU Library Science	End of Program	0500 Praxis II Librarian test	NA	NA	NA	NA	**96%**	**NA**	**NA**
M.Ed. ADSU Library Science	Program Exit	0400 Comprehensive Exam	NA	NA	NA	NA	**92%**	**NA**	**92%**

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

0406-NARRATIVE-OF-CHANGE---COMPREHENSIVE EXAM-MED/ADSU/LIBS

The comprehensive exam is constructed to be an assessment of all of the standards in 1e, 1f, and 1g. Questions are chosen for to cover the standards. Since this is the last assessment of student competencies, the questions are intended to assess abilities to synthesize, use the standards from ALA/AASL, address student needs in P-12, and foundation skills (such as cataloging & book knowledge). The exam is not effective for measuring each standard deeply; rather it is a final overview of the student's ability to bring together the knowledge of all courses and field experiences to provide written answers to case studies, problems, and readings. The comprehensive exam question bank is revised every three years to reflect changes in the profession of librarianship.

For students admitted after Summer 2015, the exam is replaced by an ExitPortfolio that will be created over the course of their studies. Faculty made this change in order to gain a deeper perspective on student attainment of the program's goals. The MLS replaces the exam with the portfolio as a key assessment.

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

DOCUMENT 0500-PRAXIS-EXAM-MED-ADSU-LIBS INDEX

Folder 0500 PRAXIS-EXAM Contains:

0500-PRAXIS-EXAM-MED-ADSU-LIBS INDEX
0501-NCATE-STANDARD(S)-MET-WITH-0500-PRAXIS-EXAM
0505-DATA-TABLE-PRAXIS-EXAM

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

VISION

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

DOCUMENT 0501 NCATE STANDARD(S) MET WITH 0500 PRAXIS EXAM

1E HAVE AN ADEQUATE UNDERSTANDING OF PROFESSIONAL KNOWLEDGE

Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.

THE CONTENT AREAS OF AASL STANDARDS ARE ASSESSED IN THE PRAXIS II LIBRARIAN TEST. ALL AASL

PRAXIS Test Summary Report

MIDDLE TENNESSEE STATE UNIVERSITY
Office of Institutional Effectiveness, Planning and Research

Test Data Last Updated on July 28, 2016

Date Range: 9/1/2012 to 8/8/2016

Major(s): Administration & Supervision, Library Science*

n=79 97% PASS RATE

Test Code	Test/Subtest Category	# Students	Avg. Times Taken
5311	Library Media Specialist	27	1.04

Pass Rate	Avg. Score	Subtest-Avg. Points Earned	Subtest-Max Points Available	Subtest-25th-75th %tile
96.3%	166.8			

Students
27

Test	Licensure Area
0311- Library Media Specialist	Instructional Support Personnel

Test Code	Test/Subtest Category	# Students	Avg. Times Taken
0311	Library Media Specialist	52	1.00

Pass Rate	Avg. Score	Subtest-Avg. Points Earned	Subtest-Max Points Available	Subtest-25th-75th %tile
98.1%	167.4			

Students
52

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

DOCUMENT 0600-DISPOSITIONS-MED-ADSU-LIBS INDEX

Folder 0600-DISPOSITIONS Contains:

- 0600-DISPOSITIONS-MED-ADSU-LIBS INDEX
- 0601-NCATE-STANDARD(S)-MET-WITH-0600-DISPOSITIONS
- 0602-1-ASSESSMENT-DISPOSITIONS
- 0602-2-ASSESSMENT-EXITSURVEY-DISPOSITIONS
- 0603-1-ASSESSMENT-ANNOTATED-DISPOSITIONS
- 0603-2-ASSESSMENT-ANNOTATED-EXITSURVEY-DISPOSITIONS
- ~~NO DOCUMENT 0604-RUBRIC-DISPOSITIONS THE RUBRIC IS THE ASSESSMENT~~
- 0605-1-DATA-TABLE-DISPOSITIONS
- 0605-2-DATA-GRADUATE-EXIT-SURVEY
- 0606-NARRATIVE-OF-CHANGE-DISPOSITIONS

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

VISION

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

DOCUMENT 0601 NCATE STANDARD(S) MET WITH 0600 DISPOSITIONS

1G DISPOSITIONS

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.

Fairness and Ability of all students to learn

Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.

Their work with students, families, colleagues and communities reflects these professional dispositions.

ALA

1A The ethics, values and foundational principles of the library and information profession.

0602-ASSESSMENT-DISPOSITIONS

Dispositions (Classes)

Disposition	**Unacceptable** (Exhibits the following most or much of the time) **0**	**Acceptable** (Exhibits the following most or much of the time) **1**	**Target** (Exhibits the following most of the time) **2**	**No Opportunity To Observe**
Collaborative	Unwilling or resistant to working with others; does not recognize or accept role within the group; fails to complete or is consistently late with assigned tasks; cannot articulate the purpose, scope, and outcomes of each collaboration	Willing to work with others; identifies role within the group; fulfills role expectations; finishes assigned tasks within the group on-time and thoroughly; values planning as a collegial activity; articulates the purpose, scope, and outcomes of each collaboration;	Willing to work with others; understands and seeks leadership roles within the group; values the roles of all members of the group and solicits input from all; articulates the purpose, scope, and outcomes of each collaboration;	
Reflective	Seeks quick, mechanistic solutions to topics/issues studied; undisciplined; repetitive, rigid responses to situations without considering unique variables; uses limited sources in making decisions, presenting information; does not consider the impact of actions on instruction;	Evidences curiosity about topics/issues studied; patient; disciplined; evaluates the effects of instruction; frequently demonstrates flexibility and adapts processes to incorporate new information; analyzes multiple sources of information for purposes of problem solving;	Evidences curiosity about topics/issues studied; patient; disciplined; seeks to continuously evaluate the effects of instruction; consistently demonstrates flexibility and adapts processes to incorporate new information; analyzes and synthesizes multiple sources of information resulting in creative solutions to problems;	

Disposition	Unacceptable (Exhibits the following most or much of the time) **0**	Acceptable (Exhibits the following most or much of the time) **1**	Target (Exhibits the following most of the time) **2**	No Opportunity to Observe
Professional	Frequently late or absent; not prepared for class; inaccurate or missing records; assignments are frequently late; does not follow policies and procedures; exhibits apathy; produces minimal work/frequently avoids involvement; communicates poorly with others; does not protect confidentiality of information; participates minimally in professional organizations and activities; little awareness and use of professional literature; inappropriate appearance for given situations; ignores feedback;	Maintains a satisfactory record of punctuality and attendance; is adequately prepared for class; maintains accurate and up-to-date records; completes assigned tasks on schedule; follows applicable policies and procedures; maintains confidentiality and fulfills legal responsibilities; enthusiastic; hard working; effective communicator; is aware of and participates in professional organizations; is aware of and uses professional literature; participates in professional development opportunities; maintains professional appearance appropriate to the situation; responsive to feedback;	Consistently attends class and arrives on time; thoroughly prepared for class at all times; maintains accurate and up-to-date records and uses this information for decision-making; maintains confidentiality, understands and fulfills legal responsibilities; enthusiastic; hardworking; effective communicator; participates in professional organizations and seeks leadership roles; is aware of and uses professional literature; articulates a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goals; engages in relevant professional development activities and follows through with the plan; maintains professional appearance appropriate to the situation; responsive to feedback;	

Disposition	Unacceptable (Exhibits the following most or much of the time) **0**	Acceptable (Exhibits the following most or much of the time) **1**	Target (Exhibits the following most of the time) **2**	No Opportunity to Observe
Self-directed	Makes excuses for lack of production; blames others for mistakes; depends on others for answers; waits to be told what actions to take; avoids seeking solutions to problems	Accepts responsibility for actions; seeks answers to problems independently; outlines plan of action; takes initiative in resolving problems;	Accepts responsibility for actions; seeks answers to problems independently; outlines plan of action and implements plan with modifications as necessary; assumes leadership role in solving problems; creative and resourceful	
Ethical	Decisions based on self-interest only; exhibits lack of tolerance for individual differences; does not plan instruction based on varied abilities of individuals; dishonest; presents others' work as own; is unaware of standards and policies of the profession;	Values human diversity; shows respect for the varied talents of individuals; demonstrates compassion toward others; respectful of others; sets high expectations for achievement for self and others; honest; acknowledges appropriately the work/ideas of others; aware of the standards and policies of the profession;	Values human diversity; shows respect for the varied talents of individuals; demonstrates compassion toward others; respectful of others; committed to developing the highest educational potential of individuals; honest; acknowledges appropriately the work/ideas of others; works within standards and policies of the profession;	

Disposition	**Unacceptable** (Exhibits the following most or much of the time) **0**	**Acceptable** (Exhibits the following most or much of the time) **1**	**Target** (Exhibits the following most of the time) **2**	**No Opportunity to Observe**
Critical Thinker	Interpretations of evidence is biased; fails to identify or hastily dismisses relevant counter-arguments to personal positions; ignores or minimally evaluates alternative points of view; uses fallacious or irrelevant arguments in stating personal positions; does not justify results or procedures; defends views based on self-interest or preconceptions; exhibits closed-mindedness or hostility to reasoning; bases arguments on irrelevant or erroneous evidence	Values critical thinking; accurately interprets evidence; recognizes and evaluates alternative points of view; draws warranted conclusions; explains assumptions and reasons for conclusions; follows where evidence and reasons lead; distinguishes between relevant and irrelevant material;	Values critical thinking; actively pursues opportunities to gather evidence related to problems/issues; thoroughly evaluates alternative points of view; draws warranted conclusions and is willing to test the conclusions against further evidence; consistently seeks to avoid errors in analysis of the evidence; continuously monitors sources of personal bias in reasoning; presents clear justifications for positions taken	

0602-ASSESSMENT-EXITSURVEY-DISPOSITIONS

Exit survey-DEGREE ONLY

Dispositions/Skills 30-43
30 a commitment to continuous school improvement
31 a willingness to continuously examine one's own assumptions, beliefs and practices
32 the proposition that all students can learn
33 the benefits that diversity brings to the school community
34 high-quality standards, expectations, and performances
35 a safe environment
36 involvment of families and other stakeholders in school decision-making processes
37 bringing ethical principles to the decision-making process
38 using one's influence constructively and productively in the service of all students and their families
39 recognizing a variety of ideas, values, and cultures
40 importance of a continuing dialogue with other decision makers affecting education
41 ability to be a reflective decision maker
42 ability to be an effective problem solver
43 ability to communicate effectively (oral and written)
Dispositions/Skills 44-57
44 a commitment to continuous school improvement
45 a willingness to continuously examine one's own assumptions, beliefs and practices
46 the proposition that all students can learn
47 the benefits that diversity brings to the school community
48 high-quality standards, expectations, and performances
49 a safe environment
50 involvment of families and other stakeholders in school decision-making processes
51 bringing ethical principles to the decision-making process
52 using one's influence constructively and productively in the service of all students and their families
53 recognizing a variety of ideas, values, and cultures
54 importance of a continuing dialogue with other decision makers affecting education
55 ability to be a reflective decision maker
56 ability to be an effective problem solver
57 ability to communicate effectively (oral and written)

1- Unsatisfactory	2- Needs Improvement	3-Average	4- Good	5- Excellent

0602-2ASSESSMENT-DISPOSITIONS

Dispositions (Classes)

Disposition	**Unacceptable** (Exhibits the following most or much of the time) **0**	**Acceptable** (Exhibits the following most or much of the time) **1**	**Target** (Exhibits the following most of the time) **2**	**No Opportunity To Observe**
Collaborative	Unwilling or resistant to working with others; does not recognize or accept role within the group; fails to complete or is consistently late with assigned tasks; cannot articulate the purpose, scope, and outcomes of each collaboration	Willing to work with others; identifies role within the group; fulfills role expectations; finishes assigned tasks within the group on-time and thoroughly; values planning as a collegial activity; articulates the purpose, scope, and outcomes of each collaboration;	Willing to work with others; understands and seeks leadership roles within the group; values the roles of all members of the group and solicits input from all; articulates the purpose, scope, and outcomes of each collaboration;	
Reflective	Seeks quick, mechanistic solutions to topics/issues studied; undisciplined; repetitive, rigid responses to situations without considering unique variables; uses limited sources in making decisions, presenting information; does not consider the impact of actions on instruction;	Evidences curiosity about topics/issues studied; patient; disciplined; evaluates the effects of instruction; frequently demonstrates flexibility and adapts processes to incorporate new information; analyzes multiple sources of information for purposes of problem solving;	Evidences curiosity about topics/issues studied; patient; disciplined; seeks to continuously evaluate the effects of instruction; consistently demonstrates flexibility and adapts processes to incorporate new information; analyzes and synthesizes multiple sources of information resulting in creative solutions to problems;	

Disposition	Unacceptable (Exhibits the following most or much of the time) **0**	Acceptable (Exhibits the following most or much of the time) **1**	Target (Exhibits the following most of the time) **2**	No Opportunity to Observe
Professional	Frequently late or absent; not prepared for class; inaccurate or missing records; assignments are frequently late; does not follow policies and procedures; exhibits apathy; produces minimal work/frequently avoids involvement; communicates poorly with others; does not protect confidentiality of information; participates minimally in professional organizations and activities; little awareness and use of professional literature; inappropriate appearance for given situations; ignores feedback;	Maintains a satisfactory record of punctuality and attendance; is adequately prepared for class; maintains accurate and up-to-date records; completes assigned tasks on schedule; follows applicable policies and procedures; maintains confidentiality and fulfills legal responsibilities; enthusiastic; hard working; effective communicator; is aware of and participates in professional organizations; is aware of and uses professional literature; participates in professional development opportunities; maintains professional appearance appropriate to the situation; responsive to feedback;	Consistently attends class and arrives on time; thoroughly prepared for class at all times; maintains accurate and up-to-date records and uses this information for decision-making; maintains confidentiality, understands and fulfills legal responsibilities; enthusiastic; hardworking; effective communicator; participates in professional organizations and seeks leadership roles; is aware of and uses professional literature; articulates a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goals; engages in relevant professional development activities and follows through with the plan; maintains professional appearance appropriate to the situation; responsive to feedback;	

Disposition	Unacceptable (Exhibits the following most or much of the time) **0**	Acceptable (Exhibits the following most or much of the time) **1**	Target (Exhibits the following most of the time) **2**	No Opportunity to Observe
Self-directed	Makes excuses for lack of production; blames others for mistakes; depends on others for answers; waits to be told what actions to take; avoids seeking solutions to problems	Accepts responsibility for actions; seeks answers to problems independently; outlines plan of action; takes initiative in resolving problems;	Accepts responsibility for actions; seeks answers to problems independently; outlines plan of action and implements plan with modifications as necessary; assumes leadership role in solving problems; creative and resourceful	
Ethical	Decisions based on self-interest only; exhibits lack of tolerance for individual differences; does not plan instruction based on varied abilities of individuals; dishonest; presents others' work as own; is unaware of standards and policies of the profession;	Values human diversity; shows respect for the varied talents of individuals; demonstrates compassion toward others; respectful of others; sets high expectations for achievement for self and others; honest; acknowledges appropriately the work/ideas of others; aware of the standards and policies of the profession;	Values human diversity; shows respect for the varied talents of individuals; demonstrates compassion toward others; respectful of others; committed to developing the highest educational potential of individuals; honest; acknowledges appropriately the work/ideas of others; works within standards and policies of the profession;	

Disposition	**Unacceptable** (Exhibits the following most or much of the time) **0**	**Acceptable** (Exhibits the following most or much of the time) **1**	**Target** (Exhibits the following most of the time) **2**	**No Opportunity to Observe**
Critical Thinker	Interpretations of evidence is biased; fails to identify or hastily dismisses relevant counter-arguments to personal positions; ignores or minimally evaluates alternative points of view; uses fallacious or irrelevant arguments in stating personal positions; does not justify results or procedures; defends views based on self-interest or preconceptions; exhibits closed-mindedness or hostility to reasoning; bases arguments on irrelevant or erroneous evidence	Values critical thinking; accurately interprets evidence; recognizes and evaluates alternative points of view; draws warranted conclusions; explains assumptions and reasons for conclusions; follows where evidence and reasons lead; distinguishes between relevant and irrelevant material;	Values critical thinking; actively pursues opportunities to gather evidence related to problems/issues; thoroughly evaluates alternative points of view; draws warranted conclusions and is willing to test the conclusions against further evidence; consistently seeks to avoid errors in analysis of the evidence; continuously monitors sources of personal bias in reasoning; presents clear justifications for positions taken	

0602-ASSESSMENT-EXITSURVEY-DISPOSITIONS

Exit survey-DEGREE ONLY

Dispositions/Skills 30-43	1-Unsatisfactory	2- Needs Improvement	3-Average	4- Good	5-Excellent
30 a commitment to continuous school improvement					
31 a willingness to continuously examine one's own assumptions, beliefs and practices					
32 the proposition that all students can learn					
33 the benefits that diversity brings to the school community					
34 high-quality standards, expectations, and performances					
35 a safe environment					
36 involvment of families and other stakeholders in school decision-making processes					
37 bringing ethical principles to the decision-making process					
38 using one's influence constructively and productively in the service of all students and their families					
39 recognizing a variety of ideas, values, and cultures					
40 importance of a continuing dialogue with other decision makers affecting education					
41 ability to be a reflective decision maker					
42 ability to be an effective problem solver					
43 ability to communicate effectively (oral and written)					
Dispositions/Skills 44-57					
44 a commitment to continuous school improvement					

45 a willingness to continuously examine one's own assumptions, beliefs and practices					
46 the proposition that all students can learn					
47 the benefits that diversity brings to the school community					
48 high-quality standards, expectations, and performances					
49 a safe environment					
50 involvment of families and other stakeholders in school decision-making processes					
51 bringing ethical principles to the decision-making process					
52 using one's influence constructively and productively in the service of all students and their families					
53 recognizing a variety of ideas, values, and cultures					
54 importance of a continuing dialogue with other decision makers affecting education					
55 ability to be a reflective decision maker					
56 ability to be an effective problem solver					
57 ability to communicate effectively (oral and written)					

0605 DATA TABLE-DISPOSITIONS

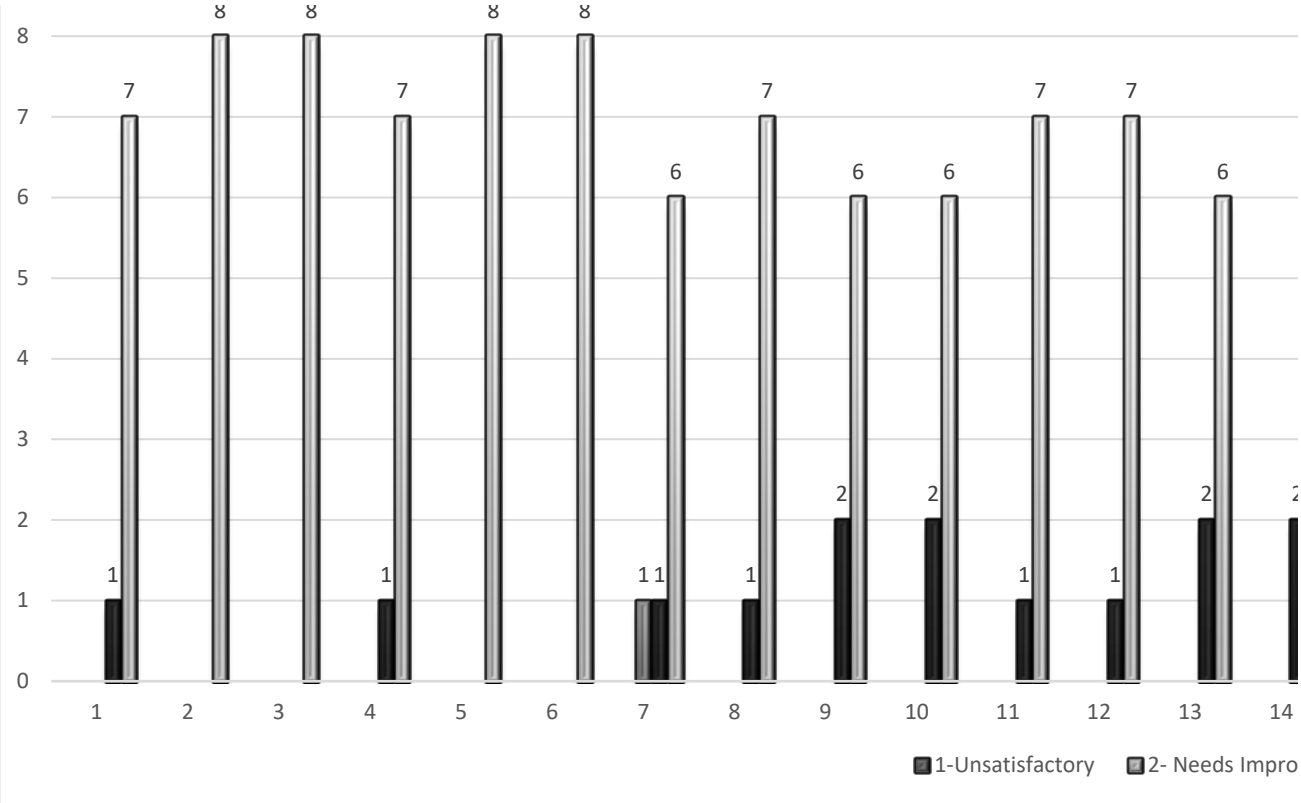
Program Title / Degree	Course / Event Associated with Assessment	Assessment Title (To Identify File Folder with All Files)	1a. Content Knowledge for Tc	1b. Pedagogical Content Knowledge & Skills for Tc	1c. Professional and Pedagogical Knowledge & Skills for Tc	1d. Student Learning for Tc	**1e. Knowledge & Skills for Osp**	**1f. Student Learning for Osp**	**1g. Expectations for Professional Dispositions**
M.Ed. ADSU Library Science	Admission	Ba/Bs Transcript	NA	NA	NA	NA	**82%**	**NA**	**82%**
M.Ed. ADSU Library Science	Admission	Tn Teacher Lic	NA	NA	NA	NA	**100%**	**NA**	**100%**
M.Ed. ADSU Library Science	Libs 6110-6105	0100 Selection	NA	NA	NA	NA	**84%**	**84%**	**84%**
M.Ed. ADSU Library Science	Libs 6550	0200 Philosophy of Librarianship	NA	NA	NA	NA	**96%**	**98%**	**98%**
M.Ed. ADSU Library Science	Libs 6550	0300 Lesson Plans	NA	NA	NA	NA	**85%**	**85%**	**85%**
M.Ed. ADSU Library Science	Libs 6110-6105	0600 Dispositions	NA	NA	NA	NA	**NA%**	**NA**	**98%**
M.Ed.	End of	0300 Lesson	NA	NA	NA	NA	**88%**	**89%**	**95%**

Program Title / Degree	Course / Event Associated with Assessment	Assessment Title (To Identify File Folder with All Files)	1a. Content Knowledge for Tc	1b. Pedagogical Content Knowledge & Skills for Tc	1c. Professional and Pedagogical Knowledge & Skills for Tc	1d. Student Learning for Tc	**1e. Knowledge & Skills for Osp**	**1f. Student Learning for Osp**	**1g. Expectations for Professional Dispositions**
ADSU Library Science	Program	Plans							
M.Ed. ADSU Library Science	End of Program	0500 Praxis II Librarian test	NA	NA	NA	NA	**96%**	**NA**	**NA**
M.Ed. ADSU Library Science	Program Exit	0400 Comprehensive Exam	NA	NA	NA	NA	**92%**	**NA**	**92%**

Abbreviations: Tc= Teacher Candidate(S) Osp=Other School Professional(S)

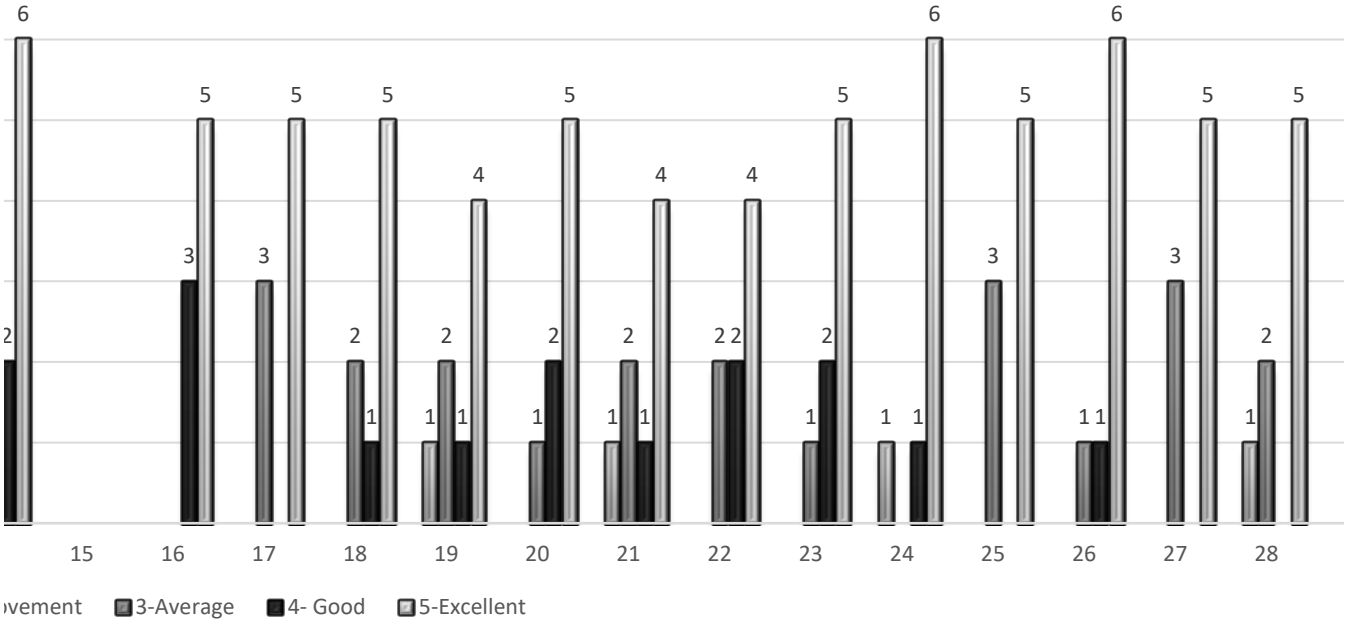
0605-DATA-GRADUATE-EXIT-SURVEY
Exit survey 2011-2012 DATA n=8

Dispositions/Skills 30-43 MY SKILL LEVEL	1-Unsatisfactory
30 a commitment to continuous school improvement	
31 a willingness to continuously examine one's own assumptions, beliefs and practices	
32 the proposition that all students can learn	
33 the benefits that diversity brings to the school community	
34 high-quality standards, expectations, and performances	
35 a safe environment	
36 involvment of families and other stakeholders in school decision-making processes	
37 bringing ethical principles to the decision-making process	
38 using one's influence constructively and productively in the service of all students and their families	
39 recognizing a variety of ideas, values, and cultures	
40 importance of a continuing dialogue with other decision makers affecting education	
41 ability to be a reflective decision maker	
42 ability to be an effective problem solver	
43 ability to communicate effectively (oral and written)	
Dispositions/Skills 44-57 PROGRAM IMPROVED…	
44 a commitment to continuous school improvement	
45 a willingness to continuously examine one's own assumptions, beliefs and practices	
46 the proposition that all students can learn	
47 the benefits that diversity brings to the school community	
48 high-quality standards, expectations, and performances	
49 a safe environment	
50 involvment of families and other stakeholders in school decision-making processes	
51 bringing ethical principles to the decision-making process	
52 using one's influence constructively and productively in the service of all students and their families	
53 recognizing a variety of ideas, values, and cultures	
54 importance of a continuing dialogue with other decision makers affecting education	
55 ability to be a reflective decision maker	
56 ability to be an effective problem solver	
57 ability to communicate effectively (oral and written)	


8
7
6
5
4
3
2
1
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14
1-Unsatisfactory
2- Needs Impro

2- Needs Improvement	3-Average	4- Good	5- Excellent	total of 4+5		
			1	7	8	
				8	8	
				8	8	
			1	7	8	
				8	8	
				8	8	
		1	1	6	7	
			1	7	8	
			2	6	8	
			2	6	8	
			1	7	8	
			1	7	8	
			2	6	8	
			2	6	8	
			AVG		7.928571	4+5/8
			3	5	8	1
		3		5	5	0.625
		2	1	5	6	0.75
	1	2	1	4	5	0.625
		1	2	5	7	0.875
	1	2	1	4	5	0.625
		2	2	4	6	0.75
		1	2	5	7	0.875
	1		1	6	7	0.875
		3		5	5	0.625
		1	1	6	7	0.875
		3		5	5	0.625
	1	2		5	5	0.625
		2	2	4	6	0.75
			AVG		6	

SURVEY MED/ADSU/LIBS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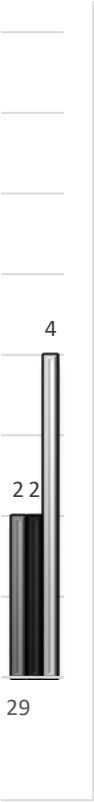
3-Average
4- Good
5-Excellent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2 2
29

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

0606-NARRATIVE-OF-CHANGE---DISPOSITIONS

Specific sets of dispositions are assessed in every class. The artifacts that address dispositions are embedded in each course. The surveys are another tool for self- and instructor-assessment. The students self-assess at the end of the class. The instructor assesses dispositions through the individual assessments, the questions asked, and the adherence to course policies. For example, a student who misses and assignment or does incomplete work, is noted as lacking in several of the dispositions. Repeated occurrences may lead to an Unacceptable rating at the end of the semester. The syllabus includes a statement about dispositions being part of the grade.

The field experience librarians use rubrics such as edTPA that assess dispositions, but the formative and summative free-writing assessments usually give indication of the student dispositions.

Dispositions are assessed by instructors at end of the semester. You might ask how we do that. In the online classes, we evaluate based on questions like these:

- Is work turned in late (does the student ask for extension?)
- Does the student ask questions that turn out to have answers that are found with a simple Google search?
- Does the student ask questions that have answers found in documents on the course site which were not viewed? (we can check)
- Are any assignments so poorly done that we perceive a lack of interest?
- Are there any group participation instances that show lack of foresight, are inconsiderate (join late), or neglect responsibility?
- Are comments on the Exper- or ExitPortfolio disregarded with no evidence of progress?
- Does the student use research items that are found outside of what is provided on the course?

At all times the instructors are trying to discern if students have the necessary attitudes to work with young people. Are they interested in young people; do they undrestand "professionalism"; are they patient, tactful, understanding; are they cognizant of their own weaknesses, and so on.

In TK20 the instructor can choose a 0 (Unacceptable), 1 (Acceptable), or 2 (Target). Decimal scores (2.3, 1.4) can be assigned. Very few 2s are assigned. Anything under a 1 is deficiency that needs to be addressed.

The program coordinator recognizes a continuing issue in that instructors seem reluctant to assess students in a forthright manner. By the end of the semester instructors are reluctant to assign deficiency in a disposition since the deficiency was not addressed when it could be monitored. Another issue seems to be the perceived correspondance between grades and dispositions. A high grade on assignments is correlated to high ratings in dispositions. Faculty in Library Science will implement these revisions: Disositions will be assessed at mid-term and at semester's end. Feedback to students on dispositions that are rated as *Unacceptable* will be mandated. When LiveText comes online, the program coordinator will report on the progress of all students and students requiring interventios will be identified. The intervention will consist of a conversation with the student and a reflective writing by the student on the a plan of improvement. Realizing that changing hearts versus minds is difficult, faculty will be tasked with following the student's attitudes and practices very closely.

MIDDLE TENNESSEE STATE UNIVERSITY

MASTER OF EDUCATION

ADMINISTRATION AND SUPERVISION LIBRARY SCIENCE

WHAT WE USE TO JUSTIFY CHANGES IN POLICIES, PROCEDURES, COURSES, PROGRAM

Since student success and attainment of designated outcomes are our primary purposes, we look closely at a variety of items that can reveal the level of student success.

Admission

Admission policies follow Graduate Studies policies. The teaching license indicates a passing Praxis PLT score.

Continuous Assessment

Table 1 Matrix Indicating Artifacts Used to Assess Student Success in Meeting Standard 1

STANDARD 1	Artifact 1	Artifact 2	Artifact 3
1.e Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.			
--know their students, families, and communities;	Analyze library populations and communities; develop programming plans based on their findings.	Participate in field experiences that require and analyze student needs in specific situations.	Reflection on practices indicated by the analysis in artifact 1.
--use data and current research to inform their practices;	Census data use in analysis of populations.	Read research and interpret statistics to draw conclusions about the steps they will take to accommodate students.	Analyze library collections with statistical methods and draw conclusions for collection management.
--use technology in their practices; and support student learning through their	Wikispaces presentation; Use of Excel to store and manipulate data; Exit portfolio	Require students to use technology and develop instruction that guides them in use.	Develop instruction using web-based tools that meet the student's learning styles.
1.f Candidates for other professional school roles are able to create positive environments for student learning.			
--the developmental levels of students with whom they work; the diversity of students, families, and communities;	Create programming and assessments that reward and remediate rather than punish Develop accommodations for students who function at different levels (Lesson Plans).	Research into specific populations and their learning needs.	Reflections on library stereotypes; analysis of library physical space.
1.g Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.			
Professional, state, and institutional standards.	Courses are aligned to ALA, AASL, College of Education Framework standards. Courses are aligned to the State standards for licensure as Library Information Specialist. Assessments include targeted standards.	College of Education dispositions are assessed at least twice in each semester. Faculty consults to identify students with poor dispositions (1 score in any set of dispositions.	Students are surveyed on how well an assigned assessment or course helped them attain standards.

Course Revision

Courses are under revision every time they are offered. Student reflections, evaluations, questions, and comments determine the direction of the revision. For example, Professor Luck initiated a practice of posting a weekly summary on the News page. That practice achieved two things: an expressive opportunity for faculty to show students that they were "present" in the class and a conversation-starter to clarify what had just occurred in past week and what the direction is for the next week. Other faculty adopted that practice and it has been reflected in student evaluations. In summer 2016, Libs 6015 changed the use of a website for student reference collections to a nationally-known tool called LibGuides. Student performance of content and mastery of the tool was assessed. The use of LibGuides was successful for students both as a delivery of information/service and for personal technology use.

Program Revision

Program revision has a structured schedule listed in Table 2. Standards and courses may be realigned if faculty feel that the standard needs to be revisited in another course or is not met at all in the current alignment. Elements of Standard 1 may also be attached to a different course if faculty feel it fits better with the course's content. In other words, this is not a static program of courses. When realignment occurs, the program coordinator inspects the entire alignment to ensure that all standards are still being taught and assessed.

Exit Assessments

The Comprehensive Exam and Praxis II Librarian test scores are used also as an overarching assessment of Standard 1e and 1g. The Praxis II exam sub-scores are used to determine areas in the curriculum that need strengthening. For example, the Leadership section scores are not as high as other sections. In fall 2015, a unit on leadership was added to the LIBS 6900 Skills and Issues in the Library. The Librarianship course (LIBS 6000) incorporates an introduction to leadership as one of the core values of the profession. May 2017, faculty will address this topic again using Praxis II scores for guidance. By that time, students who took Libs 6900 in spring of 2016 or 2017 will take the Praxis.

Table 2 Revision Schedule

What?	Who examines?	When?	How: Data Collection and Data Analysis?	Stores Data and Implements Revisions?	Communication of Revisions?
Core Documents Vision, Mission, Goals and Program Communications	Faculty (3), Advisory Council members (5), Graduate Students (2)	May of each year	On campus meeting with teleconference to remote participants	Program Coordinator	Website Send to students Brochure Syllabi (Vision)
Courses	Instructors	December, May of each year	Student inputs (surveys from D2L, grades, comments, and email	Faculty with Program Director	Syllabi Course websites
Goal Alignment	Faculty	May, December of each year	Based on revisions to courses	Faculty with Program Director	Website
Faculty	Faculty, Department Chair	June, January of each year	University evaluations	Department, Program Director, Individual Instructor	Program Director

Recording Decisions

Records of program changes are identified in Table 3. This procedure was created in August 2016 when a new faculty member joined the program. There is an Evernote record of discussions and meetings.

Table 3 Procedure to Collect Evidentiary Data

Practice	Item 1	Item 2	Item 3
Data Collection	Meeting minutes	All surveys—students, employers, alumni	Comments from class
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MIDDLE TENNESSEE STATE UNIVERSITY

MASTER OF LIBRARY SCIENCE

WHAT WE USE TO JUSTIFY CHANGES IN POLICIES, PROCEDURES, COURSES, PROGRAM

Since student success and attainment of designated outcomes are our primary purposes, we look closely at a variety of items that can reveal the level of student success.

Admission

Admission policies follow Graduate Studies policies. Admission is holistic assessment using GPA, GRE score, and essay on Statement of Purpose.

Continuous Assessment

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1g Dispositions Assessment Changes for fall 2016

These are the sub-elements for 1g.

- Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.
- Fairness and Ability of all students to learn
- Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.
- Their work with students, families, colleagues and communities reflects these professional dispositions.

The MLS is an online program and instructors do not directly observe student behavior in the library. As indicated in Table 1, assessment of dispositions uses the College of Education Rubric and interpretation of "behavior" within the online setting. Faculty rely upon sponsoring librarians in the field experiences for direct observation. Field experiences occur midway through the end of the program.

In fall 2016, the program coordinator added the College of Education dispositions rubric to the field experience course for the sponsoring librarian to use. The expected behaviors are directly observed by the sponsor over several days and in different settings. Once the sponsor submits the rubric to the instructor, the results will be added to LiveText.

The existing assessment for dispositions is embedded in the state Teacher Evaluation Acceleration Model (TEAM) rubric that is used as evidence in Lesson Plans for the M.Ed. degree. The sponsoring librarian's assessment using the TEAM rubric is included as part of the Exit ePortfolio in the experience ePortfolios created for each field experience. But this is a rather circuitous route to the TEAM rubric. Effective fall 2016, a portion of the TEAM rubric that addresses knowledge of students was distributed to sponsors. This abbreviated TEAM assessment is sent directly to the student's advisor after 35 hours of field experience in the sponsoring library. Once Livetext is implemented, the rubric will be added to Livetext by advisors.

Of continuing concern is the ability to observe dispositions regarding family interactions. The experience ePortfolio requires interaction with parents, but not as an observed activity. Solution to this will be discussed by faculty for a spring 2017 remedy.

Course Revision

Courses undergo revision every time they are offered. Student reflections, evaluations, questions, and comments determine the direction of the revision. For example, Professor Luck initiated a practice of posting a weekly summary on the News page. That practice achieved two things: an expressive opportunity for faculty to show students that they were "present" in the class and a conversation-starter to clarify what had just occurred in past week and what the direction is for the next week. Other faculty adopted that practice and it has been reflected in student evaluations. In summer 2016, Libs 6015 changed the use of a website for student reference collections to a nationally-known tool called LibGuides. Student performance of content and mastery of the tool was assessed. The use of LibGuides was successful for students both as a delivery of information/service and for personal technology use.

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MASTER OF LIBRARY SCIENCE

DOCUMENT 0100-SELECTION-MLS INDEX

Folder 0100 Selection Contains:

0100-SELECTION-MLS INDEX
0101-NCATE-STANDARD(S)-MET-WITH-0100-SELECTION-LIBS-6100
0102-ASSESSMENT-SELECTION-LIBS-6100
0103-ASSESSMENT-ANNOTATED-SELECTION-LIBS-6100
0104-RUBRIC-SELECTION-LIBS-6100
0106-NARRATIVE-OF-CHANGE-SELECTION-LIBS-6100

MASTER OF LIBRARY SCIENCE

DOCUMENT 0101 NCATE STANDARD(S) MET WITH 0100 SELECTION LIBS 6010

VISION

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

1E HAVE AN ADEQUATE UNDERSTANDING OF PROFESSIONAL KNOWLEDGE

Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.

They

- know their students, families, and communities;
- use data and current research to inform their practices;
- use technology in their practices; and support student learning through their professional services.

1F STUDENT LEARNING FOR OTHER PROFESSIONALS

Candidates for other professional school roles are able to create positive environments for student learning.

They understand and build upon

- the developmental levels of students with whom they work;
- the diversity of students, families, and communities;

1G DISPOSITIONS

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.

ALA

1I The techniques used to analyze complex problems and create appropriate solutions.
1J The importance of effective communication techniques (verbal and written).
2C Concepts, issues, and methods related to to the management of various collections.
5E The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
5F The principles of assessment and response to diversity in user needs, user communities, and user preferences.

COE DISPOSITIONS

Critical thinker

- Values critical thinking
- Accurately interprets evidence
- Recognizes and evaluates alternative points of view
- Draws warranted conclusions
- Explains assumptions and reasons for conclusions
- Follows where evidence and reasons lead
- Distinguishes between relevant and irrelevant material

Selection Assignment

Special populations are a part of the library community.

Your mission is to serve all patrons not just the ones who are easy to serve. You will need materials that explain and introduce these folks to the other users in the community.

Not only that, but do you have an insight into the community in which these patrons live? You need to!

You will also need to know how to provide access to the materials and services of the library.

The process used to complete Part 1-2 is the same for any selection activity that you do. Identify the needs and select items to fill those needs.

ASSIGNMENT PART 1

First—Analyze the population for Hamtramck Public Library.

Links and information included in this document, but you should seek out other items that give you information as well. (Hint: perhaps a random call to a Hamtramck resident? Or scouring Hamtramck history, info on the web. Please do not call the library! I think that would be overwhelming to the librarian.)

CHARTS, GRAPHS, SHOULD BE USED SINCE THERE IS DATA THAT CAN BE ANALYZED

You may use Wikispaces, LiveBinder, Google Sites, or VoiceThread to present the analysis.

Since you must submit in a website, you should create the answers in Word with the files of graphic, charts included. You can then copy and paste portions to your website (which is what all of these tools are).

Submitted on your presentation space

Submit URL of your site in drop box under Assignment # Analysis of Special Needs

Tell me what your thinking is on serving this population

- What does the literature on accommodating these groups tell you? Research to find materials that will help you understand serving the disabled population (Google, Research Gateway, ALA site)
- What is noticeable about this community's population?
- What are the effects on your program in the library?
- What do you need for them?
    - Space / facility needs (Use ADA guidelines to identify)
    - Scheduling needs
    - Work materials
    - 'translation' materials – language and text
- Which of the factors in the description can you ignore? Identify and explain why each is not important.
- Identify other information that you need but do not have in the description. Tell me why you would like this information. (*None* is an acceptable answer if explained well.)

- There should be a substantial list of resources to show evidence that you understand the population studied. Any source included in the reference list must be cited in the paper! That's an APA rule.
- Family life is a major factor. You will need to use the census and school data to discern what the population needs in way of supportive items

What do you need to do this:

- Use the policy that is on the D2L site, Hamtramck Selection Policy
- What the HPL collection has now, use the collection map on the D2L website—Hamtramck Public Library CM
- Context: **use your analysis and the school description to make decisions about what you need to include in the list**

Now let's create a Selection list of items for and about this population

So how do you start to complete this assignment?

Part 1 Analyze the population PRESENTATION SPACE

Part 2 Selection of materials
Read about selection aids and look at the ones you are going to use (later in this lecture)
DROP BOX

Know the population of 'your' community

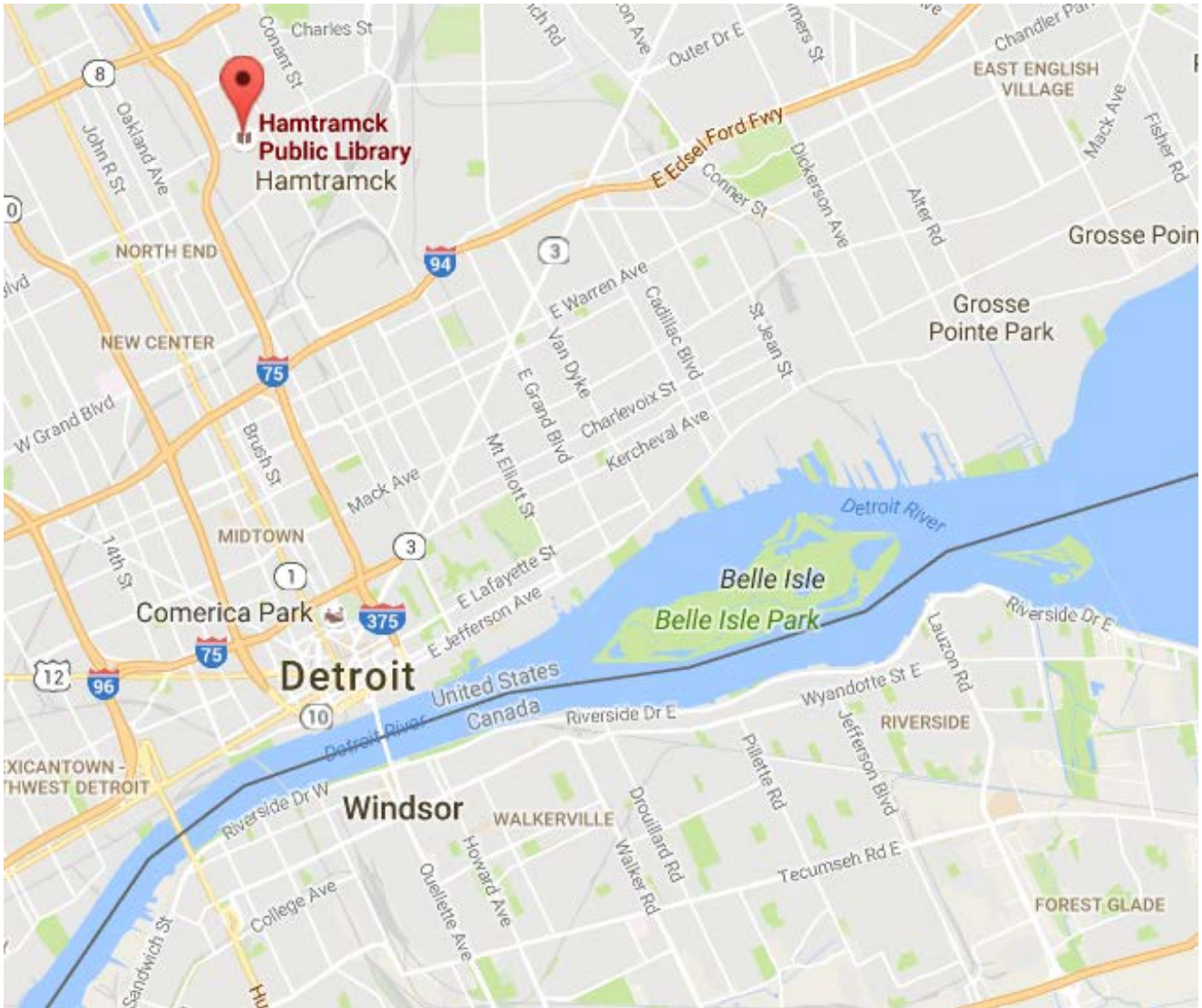
The context for your studies is the community. Your analysis should focus on gaining knowledge about the families in the service area.

Start Here, Stay Here, Succeed Here!
Poćni tu, ostani tu,ostvari uspjeh tu!
এখানে শুরু করুন, এখানে থাকুন এখানেই সফল হোন
Filloni ketu,qendroni ketu,korrni sukses ketu!
Tutaj zacznij,tutaj zostań,tutaj osiągnij ukces!
إبدأ هنا، إبق هنا، وانجح هنا،

Hamtramck Public Library
Albert J. Zak Memorial
E. Tamara Sochacka - Library Director
2360 Caniff Hamtramck, MI 48212

A few links to help you learn about Hamtramck

Michigan PL lists **http://hamtramck.lib.mi.us/**
HPL site **http://library.public-libraries.org/Michigan/Hamtramck/HamtramckPublicLibrary.html**
U.S. Census facts http://www.census.gov/quickfacts/table/PST045215/2636280/accessible
U.S. Census data http://www.usa.com/hamtramck-mi.htm
Hamtramck Schools http://www.hamtramck.k12.mi.us/



Who lives in the service area?

Add other groups if needed

Definition of service area from Library Research Service: The number of people that reside within the legal service area of the library. The legal service area of a library is the population within the boundaries of the geographic area the library was established to serve. Does a service area include non-users? Yes.

- Physically challenged
- Mentally challenged
- Intellectually challenged
- Language challenged
- Economically challenged
- Migrant Population

ASSIGNMENT PART 2—SELECT MATERIALS

You have $**1875** to buy a collection of materials that focuses on special populations.

Create a selection list using Excel spreadsheet to order

- Divide your list by these 3 categories:
  - **Items to read to children or have children read** about special needs,
  - **Item for Adults** about special needs students
  - **Multi media** materials for adults or children.
- Let's limit the age range of the materials for children to 7-11. Create a mix of **fiction** and **non-fiction.**
- Include at least 3 items in each category.

Write a reflection on the process of finding these items.

Process – list of steps that you undertook to prepare to create the list and what you did to create the list
What did you learn about the students, families, community? How did those findings influence your choices of materials?

Staying in budget—hard or easy?
How you made a decision on quality when you do not have the item in hand
What was your learning curve with Excel?

List the Selection aids used

Selecting titles

Every collection reflects the users not the librarian. Know your users then select your materials. Of course a librarian includes the teachers as users so you support the curriculum. You need to know about all of the stakeholders. How the students learn, developmental psych, parents, administration needs, teachers, and curriculum. This assignment focuses on students and their families.

Obviously, you do not want anything too "sappy". You want materials for the reading levels of your users.

You are looking for items that have received good reviews.

You do not usually buy materials **by looking at the actual materials**; rather you use ***SELECTION AIDS*** to buy them.

Use at least 1 item from each of the following **categories** to find titles.

1--Amazon.com

2--Professional journals such as Horn Book, Horn Book Guide, SLJ, Booklist, etc.

Online sites or full access through Walker Library

3--WorldCat (www.worldat.org)

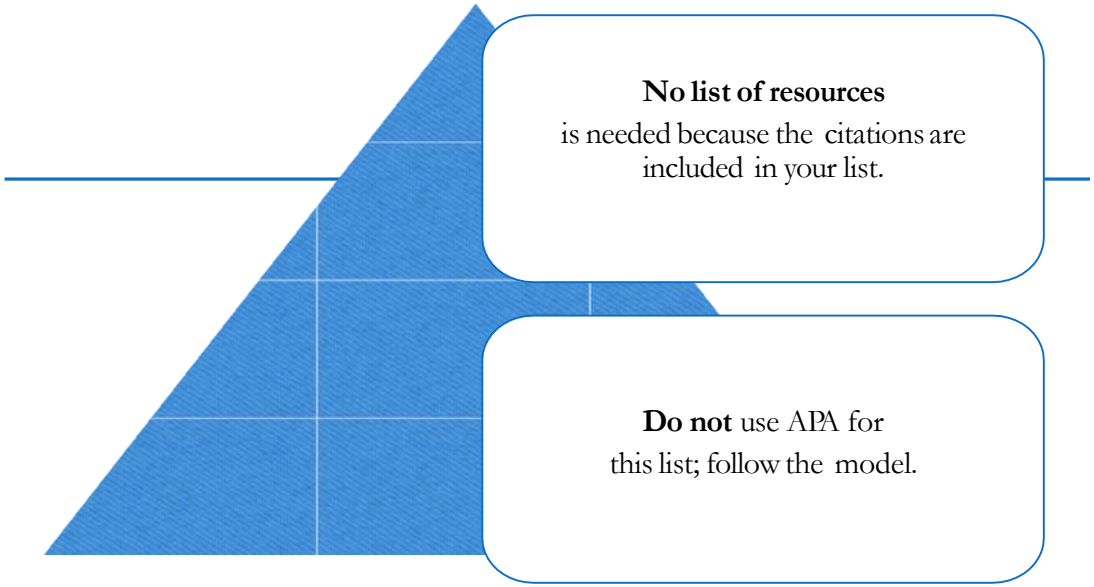
OR

CLCD (Children's Literature Comprehensive Database)

Through Walker Library online databases A-Z ONLY

4--Specialty Guides such as A to Zoo : Subject Access To Children's Picture Books (Subject heading: Children's literature Bibliography) or Children's Core Collection

Only on shelf at Walker



WHAT IS SUBMITTED

PART 1 IS A WORD DOC AND INCLUDES GRAPHICSSUCHASCHARTS

PART 2 IS AN EXCEL WORKBOOK WITH ONLY 1 WORKSHEET

Special populations are a part of the library community.

Your mission is to serve all patrons not just the ones who are easy to serve. You will need materials that explain and introduce these folks to the other users in the community.

Not only that, but do you have an insight into the community in which these patrons live? You need to!

You will also need to know how to provide access to the materials and services of the library.

The process used to complete Part 1-2 is the same for any selection activity that you do. Identify the needs and select items to fill those needs.

ASSIGNMENT PART 1

First—Analyze the population for Hamtramck Public Library.

Links and information included in this document, but you should seek out other items that give you information as well. (Hint: perhaps a random call to a Hamtramck resident? Or scouring Hamtramck history, info on the web. Please do not call the library! I think that would be overwhelming to the librarian.)

CHARTS, GRAPHS, SHOULD BE USED SINCE THERE IS DATA THAT CAN BE ANALYZED

You may use Wikispaces, LiveBinder, Google Sites, or VoiceThread to present the analysis.

Since you must submit in a website, you should create the answers in Word with the files of graphic, charts included. You can then copy and paste portions to your website (which is what all of these tools are).

Submitted on your presentation space

Submit URL of your site in drop box under Assignment # Analysis of Special Needs

Tell me what your thinking is on serving this population

- What does the literature on accommodating these groups tell you? Research to find materials that will help you understand serving the disabled population (Google, Research Gateway, ALA site)
- What is noticeable about this community's population?
- What are the effects on your program in the library?
- What do you need for them?
    - Space / facility needs (Use ADA guidelines to identify)
    - Scheduling needs
    - Work materials
    - 'translation' materials – language and text
- Which of the factors in the description can you ignore? Identify and explain why each is not important.
- Identify other information that you need but do not have in the description. Tell me why you would like this information. (*None* is an acceptable answer if explained well.)

- There should be a substantial list of resources to show evidence that you understand the population studied. Any source included in the reference list must be cited in the paper! That's an APA rule.
- Family life is a major factor. You will need to use the census and school data to discern what the population needs in way of supportive items

What do you need to do this:

- Use the policy that is on the D2L site, Hamtramck Selection Policy
- What the HPL collection has now, use the collection map on the D2L website—Hamtramck Public Library CM
- Context: **use your analysis and the school description to make decisions about what you need to include in the list**

Now let's create a Selection list of items for and about this population

So how do you start to complete this assignment?

Part 1 Analyze the population PRESENTATION SPACE

Part 2 Selection of materials
Read about selection aids and look at the ones you are going to use (later in this lecture)
DROP BOX

Know the population of 'your' community

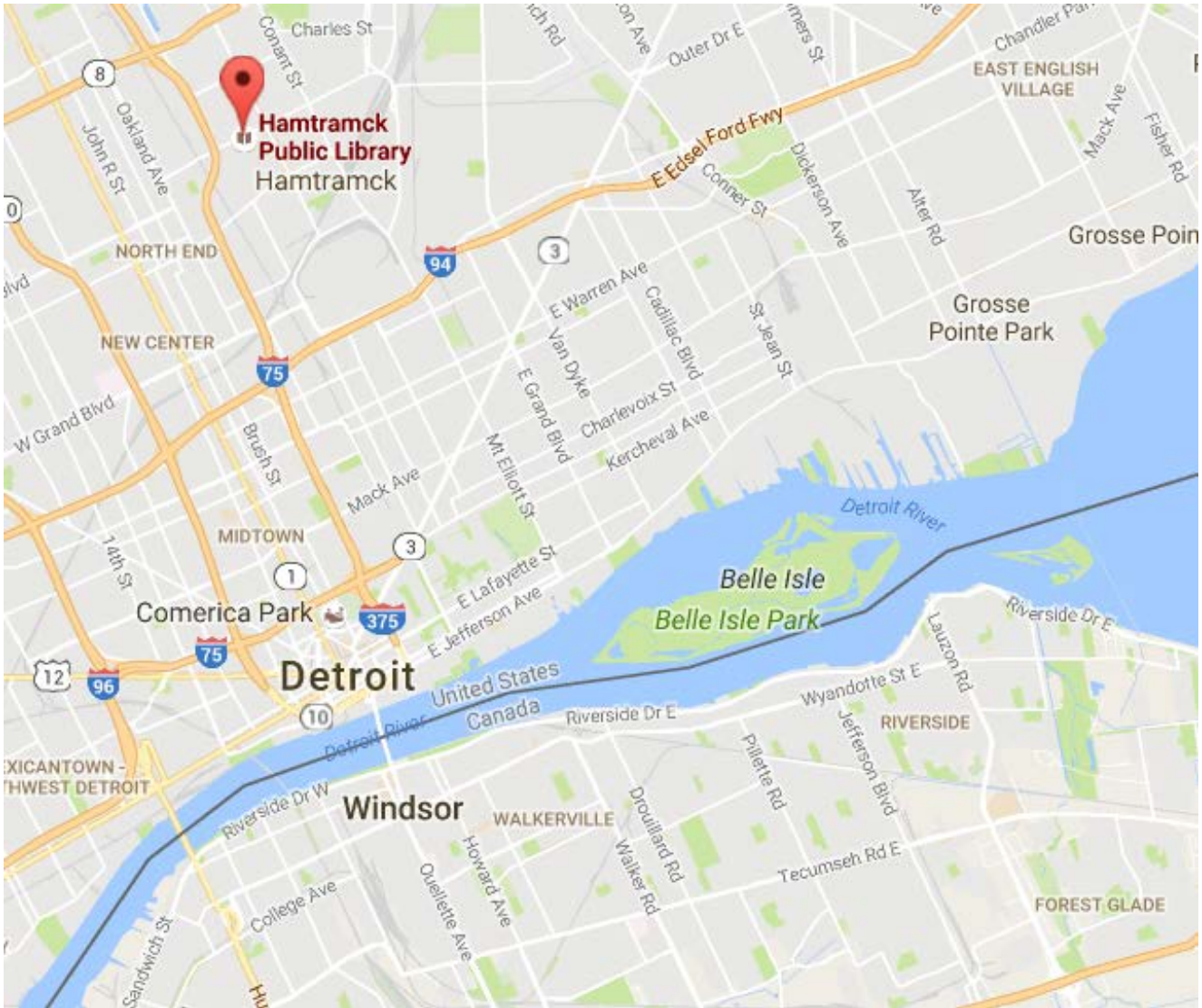
The context for your studies is the community. Your analysis should focus on gaining knowledge about the families in the service area.

Start Here, Stay Here, Succeed Here!
Poćni tu, ostani tu,ostvari uspjeh tu!
এখানে শুরু করুন, এখানে থাকুন এখানেই সফল হোন
Filloni ketu,qendroni ketu,korrni sukses ketu!
Tutaj zacznij,tutaj zostań,tutaj osiągnij ukces!
إبدأ هنا، إبق هنا، وانجح هنا،

Hamtramck Public Library
Albert J. Zak Memorial
E. Tamara Sochacka - Library Director
2360 Caniff Hamtramck, MI 48212

A few links to help you learn about Hamtramck

Michigan PL lists **http://hamtramck.lib.mi.us/**
HPL site **http://library.public-libraries.org/Michigan/Hamtramck/HamtramckPublicLibrary.html**
U.S. Census facts http://www.census.gov/quickfacts/table/PST045215/2636280/accessible
U.S. Census data http://www.usa.com/hamtramck-mi.htm
Hamtramck Schools http://www.hamtramck.k12.mi.us/



Who lives in the service area?

Add other groups if needed

Definition of service area from Library Research Service: The number of people that reside within the legal service area of the library. The legal service area of a library is the population within the boundaries of the geographic area the library was established to serve. Does a service area include non-users? Yes.

- Physically challenged
- Mentally challenged
- Intellectually challenged
- Language challenged
- Economically challenged
- Migrant Population

ASSIGNMENT PART 2—SELECT MATERIALS

You have $**1875** to buy a collection of materials that focuses on special populations.

Create a selection list using Excel spreadsheet to order

- Divide your list by these 3 categories:
  - **Items to read to children or have children read** about special needs,
  - **Item for Adults** about special needs students
  - **Multi media** materials for adults or children.
- Let's limit the age range of the materials for children to 7-11. Create a mix of **fiction** and **non-fiction.**
- Include at least 3 items in each category.

Write a reflection on the process of finding these items.

Process – list of steps that you undertook to prepare to create the list and what you did to create the list
What did you learn about the students, families, community? How did those findings influence your choices of materials?

Staying in budget—hard or easy?
How you made a decision on quality when you do not have the item in hand
What was your learning curve with Excel?

List the Selection aids used

Selecting titles

Every collection reflects the users not the librarian. Know your users then select your materials. Of course a librarian includes the all users so you support the community. You need to know about all of the stakeholders. How users learn, developmental psych, young adults, adults, parents of young children, administration needs, funding bodies, and local school curriculum. This assignment focuses on users, not just collection titles.

Obviously, you do not want anything too "sappy". You want materials for the reading levels of your users.

You are looking for items that have received good reviews.

You do not usually buy materials **by looking at the actual materials**; rather you use ***SELECTION AIDS*** to buy them.

Use at least 1 item from each of the following **categories** to find titles.

1--Amazon.com

2--Professional journals such as Horn Book, Horn Book Guide, SLJ, Booklist, etc.

Online sites or full access through Walker Library

3--WorldCat (www.worldat.org)

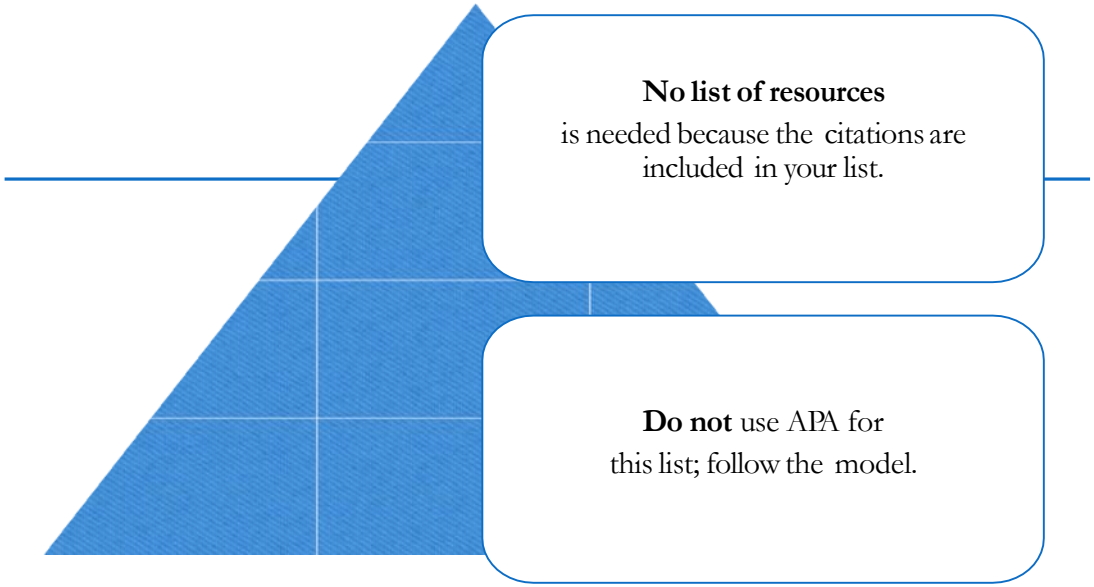
OR

CLCD (Children's Literature Comprehensive Database)

Through Walker Library online databases A-Z ONLY

4--Specialty Guides such as A to Zoo : Subject Access To Children's Picture Books (Subject heading: Children's literature Bibliography) or Children's Core Collection

Only on shelf at Walker



WHAT IS SUBMITTED

PART 1 IS A WORD DOC AND INCLUDES GRAPHICS SUCH ASCHARTS

PART 2 IS AN EXCEL WORKBOOK WITH ONLY 1 WORKSHEET

Collection / Selection / Weeding Rubric Grading Rubric

0104-RUBRIC-ANNOTATED-SELECTION-LIBS-6010

CRITERIA	TARGET 3	ACCEPTABLE 2	UNACCEPTABLE 1
Part 1: Population Analysis			
Analysis	Analysis is based on research. Analysis is based on population presented in class site. All questions are addressed. Information is presented so that it is meaningful and easy to interpret.	Missing one criteria of Target	Missing more than one criteria of Target
Users	Addresses with insight community and student needs Addresses how diversity in the community of students influences choices for materials Ideas expresses conform to current pedagogy	Missing one criteria of Target	Missing more than one criteria of Target
Technical	URL of site is submitted correctly. Website is clear with easy navigation. Material is formatted clearly. Graphics have meaningful relationship to text. No extraneous links.	Missing one criteria of Target	Missing more than one criteria of Target
Part 2: Selection List			
List	All money is spent within + or – 5% All titles are high quality. All are age appropriate. Wide range of special needs are included: physical, intellectual, developmental. List is correlated to Population analysis.	Missing one criteria of Target	Missing more than one criteria of Target
Excel Use	Spreadsheet follows the model. Formulas are used to calculate totals. ISBN column is formatted as text. Only 1 worksheet is present and is named at the bottom. The heading rows are repeated if the spreadsheet is more than 1 page. Footer on the sheet.	Missing one criteria of Target	Missing more than one criteria of Target
Technical for Excel sheet	Submitted on time. Filename is correct. No spelling/grammar errors. 10 pt type & single spaced	Submitted on time. Filename is correct. No spelling/grammar errors.	Submitted on time Filename is correct No spelling/grammar errors 10 pt type & single spaced.

Collection / Selection / Weeding Rubric Grading Rubric

		10 pt type & single spaced.	
Selection Aid Use	All aids have citation. At least 1 different aid is used from 3 different categories.	Missing one criteria of Target.	Missing more than one criteria of Target.
Reflection	All ideas are addressed in depth. Comments show authentic reactions to ideas and indicate extensive use of the aids. Graduate level writing style. Follows course guidelines for writing format.	Less insightful than Target.	Missing insight and other elements of Target.
Part 3: Acquisitions			
	Uses Ingram's site. Identifies other vendor. Questions are answered.		
Part 4: Deselection			
	The student shows evidence of a field visit. All requirements met. Reasons for withdrawal are logical.	Missing one criteria of Target.	No evidence that the student visited the site
TECHNICAL	All requirements met	Missing two criteria of	Missing 1 or more goals
GOALS		Target.	
DISPOSITIONS	Evidence from all Parts provide that dispositions met	Missing two criteria of Target.	Missing 1 or more goals

Collection / Selection / Weeding Rubric Grading Rubric

AASL

1.1a Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.
1.1b Candidates assess learner needs and design instruction that reflects educational best practice.
1.1c Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.
1.1d Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.
3.1a Candidates identify and provide support for diverse student information needs.
3.2 Access to information -Candidates facilitate access to information in print, non-print, and digital formats.
3.2 Access to information -Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.
3.4a Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.
5.1 Collections -Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators.

COE DISPOSITIONS

- Accurately interprets evidence
- Recognizes and evaluates alternative points of view
- Draws warranted conclusions
- Explains assumptions and reasons for conclusions
- Follows where evidence and reasons lead

- Distinguishes between relevant and irrelevant material
- Is aware of and uses professional literature
- Completes assigned tasks on schedule
- Follows applicable policies and procedures

MASTER OF LIBRARY SCIENCE

0106-NARRATIVE-OF-CHANGE-SELECTION-LIBS-6010

The Collections and User Services course is taken in the first 6-12 credits of coursework since it is a core course and is required before the field experience. It is a complex assessment of a foundational library skill (selection) and ability to study data and draw conclusions about a user population. Development of collections and design of user services are grounded in knowledge of the user and community.
The depth of the student's data analysis determines the value and quality of the collection created during the assignment. Without successful identification of user characteristics and needs, the collection will be weak.

Students who cannot analyze data on populations and translate that into providing users with services tailored to their needs, cannot excel in the profession. Failure in this assessment signals to faculty that further instruction and practice in these skills is needed. The LIBS 6060 Census Analysis requires some of the same tasks and analyses as a second checkpoint for these abilities.
Assessments in LIBS 6550 and in the ExitPortfolio allow further analysis of student performance. Standard I is further assessed by artifacts assigned to Standards 3 and 4.

STANDARD 1	Artifact 1	Artifact 2	Artifact 3
1.e Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.			
--know their students, families, and communities;	Analyze census data to characterize the population	Reflection on effect of census on their plans for services	
--use data and current research to inform their practices;	Census data on the Population	Title list	Reflection on effect of census on their plans for services
--use technology in their practices;.	Wikispaces presentation	Use of Excel	
--support student learning through their professional services	Title list		

1.f Candidates for other professional school roles are able to create positive environments for student learning.			
--the developmental levels of students with whom they work;	Selection list must reflect age-appropriate materials for the context.		
the diversity of students, families, and communities;	Library is in community with underserved population. LISC students must unearth more detail	Reflection	
	about the demographics than what is given in the assignment		
1.g Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.			
	Assessment and rubric embed the AASL standards and COE dispositions		

MASTER OF LIBRARY SCIENCE

DOCUMENT 0200-PHILOSOPHY-OF-LIBRARIANSHIP-MLS-INDEX

Folder 0200-Philosophy-Of-Librarianship Contains:

- 0200-PHILOSOPHY-OF-LIBRARIANSHIP-MLS-INDEX
- 0201-NCATE STANDARD(S) MET WITH 0200-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-6550
- 0202-ASSESSMENT-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-6550
- 0203-ASSESSMENT-ANNOTATED-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-6550
- 0204-RUBRIC-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-6550
- 0206-NARRATIVE-OF-CHANGE-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-6550

MASTER OF LIBRARY SCIENCE

DOCUMENT 0201 NCATE STANDARD(S) MET WITH 0200 PHILOSOPHY OF LIBRARIANSHIP LIBS 6550

VISION

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

1E HAVE AN ADEQUATE UNDERSTANDING OF PROFESSIONAL KNOWLEDGE

Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.

They

- know their students, families, and communities;
- use data and current research to inform their practices;

1F STUDENT LEARNING FOR OTHER PROFESSIONALS

Candidates for other professional school roles are able to create positive environments for student learning.

They understand and build upon

- and the policy contexts within which they work.

1G DISPOSITIONS

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. [Fairness and Ability of all students to learn]

ALA

C

COE DISPOSITIONS

Reflective

Evidences curiosity about topics/issues studied
Patient
Disciplined
Evaluates the effects of instruction
Frequently demonstrates flexibility and adapts processes to incorporate new information
Analyzes multiple sources of information for purposes of problem solving

Professional Philosophy

In a formally written style, paragraph format, address the issues listed below. There should be approximately one paragraph for each element. Answers may combine questions. For example, the first two questions may be answered together in this manner: "While libraries in society, provide information to maintain a democratic and intellectually free public, I believe that the school library program serves a much narrower purpose -- to support the educational mission of the school." The word "I" should be freely present throughout the document. Basically, you are answering the question, "Why do I want to join this profession?"

Section I: Societal Impact

- What purpose do libraries have in society?
- How do different learning styles affect the programming for libraries?
- What purpose should the library program have in the community?
- What benefits does a good library program provide to the stakeholders of the school community?

Section II: Library Program and Librarian

- Identify the at least four of the most critical components of the library programs designed for users and discuss the importance of each.
- Identify your role in each of these components. Which role do you feel is most important? Why?

Section III: Personal Values

- What core values of the profession do you hold to be important? Why?
- What are your goals in librarianship?
- What will guide you when making professional decisions?

Section IV: Teaching Values

- What do you want patrons, both adult and young people, to learn from you?
- What do you want your users to be able to do when they leave the library?

Concluding Paragraph

- Summarizes personal view of librarianship.

Bibliography

- Sources Used to help you form your philosophy with APA formatting.

ALA COMPETENCIES

5C The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

5F The principles of assessment and response to diversity in user needs, user communities, and user preferences.

5G The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

7D The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

8E The concepts behind, issues relating to, and methods for, principled, transformational leadership

AASL

1.1a Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.
1.1c Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.
1.1d Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.
3.1a Candidates identify and provide support for diverse student information needs.
3.2 Access to information -Candidates facilitate access to information in print, non-print, and digital formats.
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3.4a Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.
5.1 Collections -Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators.

COE DISPOSITIONS

- Accurately interprets evidence
- Recognizes and evaluates alternative points of view
- Draws warranted conclusions
- Explains assumptions and reasons for conclusions
- Follows where evidence and reasons lead

- Distinguishes between relevant and irrelevant material
- Is aware of and uses professional literature
- Completes assigned tasks on schedule
- Follows applicable policies and procedures

Professional Philosophy

In a formally written style, paragraph format, address the issues listed below. There should be approximately one paragraph for each element. Answers may combine questions. For example, the first two questions may be answered together in this manner: "While libraries in society, provide information to maintain a democratic and intellectually free public, I believe that the school library program serves a much narrower purpose -- to support the educational mission of the community." The word "I" should be freely present throughout the document. Basically, you are answering the question, "Why do I want to join this profession?"

Section I: Societal Impact

What purpose do libraries have in society?
What are some differences between the diverse types of libraries?
What purpose should the library program have in the community?
What benefits does a good library program provide to the stakeholders of the school community ?

Section II: Library Program and Librarian

Identify the at least four of the most critical components of the library programs designed for users and discuss the importance of each.

Identify your role in each of these components. Which role do you feel is most important? Why?

Section III: Personal Values

What core values of the profession do you hold to be important? Why?
What are your goals in librarianship?
What will guide you when making professional decisions?

Section IV: Teaching Values

How do different learning styles affect the programming for libraries?
What do you want patrons, both adult and young people, to learn from you?
What do you want your users to be able to do when they leave the library?

Concluding Paragraph

Summarizes personal view of librarianship.

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- Explains assumptions and reasons for conclusions
- Follows where evidence and reasons lead

- Distinguishes between relevant and irrelevant material
- Is aware of and uses professional literature
- Completes assigned tasks on schedule
- Follows applicable policies and procedures

	0204-RUBRIC-ANNOTATED-PHILOSOPHY-OF- LIBRARIANSHIP--LIBS-6550		
Rubric for Philosophy of Librarianship	**Target 95-100%**	**Acceptable 85-95%**	**Unacceptable 75-85%**
Critical Performances: • Student will develop a knowledge and understanding off the general principles and techniques of library administration with emphasis first on purpose or *why*; secondly, on technique or *how* • Student will know the objectives and functions common to all types of libraries. • Student will use evidence-based research to inform their philosophy and practices.			
Section I *Societal Impact*	• Clearly addresses all roles of library in school and society. • Details how stakeholders benefit from good library program including users who are above- and below-grade level, those with special needs such as ESL, computer literacy, financial literacy, etc. • Distinct rationales for each benefit are included. • Lists a minimum of 3 effects of libraries on society • Enumerates the differences between school, public, academic, and special libraries.	• Addresses some benefits to society and school. • Role not completely delineated. • Only some rationales present.	• Addresses benefits to society or to school. • Vague or sketchy without clear rationales. • Several elements of *Excellent* are missing
Section II *Library Program and Librarian*	• Components identified with unambiguous reasons for importance. • Roles are pertinent to components. • Explanations are clear and logical. • Addresses ALA, AASL, *Empowering Learner* principles. • Includes specific ideas for obtaining support for the library program. • Includes references to and explanation for leadership opportunities in the library. • Addresses Empowering Learners principles. • Considers space planning for special needs. • Includes specific ideas for obtaining diverse and cultural materials for the library program.	• Elements present, but explanations are not always clear or pertinent. May be missing elements.	• Several elements of Target are missing.

Commented [kebh1]: 1F . and the policy contexts within which they work.

Commented [kebh2]: 1E Candidates for other professional school roles are able to create positive environments for student learning.

Commented [kebh3]: ALA 5F The principles of assessment and response to diversity in user needs, user communities, and user preferences.

Commented [kebh5]: 1E · . use data and current research to inform their practices;

Commented [kebh4]: ALA 5C The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

ALA 5F The principles of assessment and response to diversity in user needs, user communities, and user preferences.

ALA 8E The concepts behind, issues relating to, and methods for, principled, transformational leadership.

Commented [kebh6]: ALA 5G The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development

Commented [kebh7]: AASL 4.4a Candidates identify stakeholders within and outside the school community who impact the school library program.

Commented [kebh8]: ALA 7D The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Commented [kebh9]: 1E Candidates for other professional school roles are able to create positive environments for student learning.

Commented [kebh10]: 3.1b Access to information - Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

Commented [kebh11]: 1E · . use data and current research to inform their practices;

Section III Personal Values	• Core values, goals present with evidence of knowledge of integration to professional life. • Incorporates ALA Core Values and competencies.	• Sketchy or vague at times. Analytic thinking not present.	• Several elements of *Excellent* are missing.
Section IV Teaching Values	• Several clearly presented goals identified. • Uses state and national standards in instructional design. • Addresses assessments of higher-order thinking. • Incorporates technology into lessons when appropriate. • Both direct and indirect experiences given. • Addresses ALA, AASL, *Empowering Learners* principles. • Includes specific ideas for using collaboration in the library program. • Includes references to and explanation to the role of curriculum specialist. • Includes section on diverse learners and learning styles. Include accommodations for these. • Identifies social and cultural techniques to know the needs of the library community	• Goals identified; may be sketchy or vague.	• Several elements of *Excellent* are missing
Concluding Paragraph & Bibliography	• Paragraph summarizes.	• Paragraph simply restates ideas already included in the document.	• Conclusion is unfocused, restates ideas already in the document, or missing.

Commented [kebh12]: AASL 5.2a Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility.

Commented [kebh13]: ALA 7D The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Commented [kebh14]: AASL 1.1a Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. 1.1c Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.

Commented [kebh15]: DISPOSITIONS CRITICAL THINKER

Commented [kebh16]: 3.2a Candidates identify and provide support for diverse student information needs.

Commented [kebh17]: ALA 5C The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

ALA 5F The principles of assessment and response to diversity in user needs, user communities, and user preferences.

Commented [kebh18]: 1E · . use data and current research to inform their practices;

Commented [kebh19]: 1E · . know their students, families, and communities;

Technical Aspects	• Written in first person • No spelling or grammar errors • 12 pt type TNR • Double spaced • Footer • Section headings • Correctly formatted bibliography (APA) • Uses evidence-based research	• One or two technical errors in the document (lacks elements from Excellent). • One or two technical errors in the bibliography.	• More than two technical errors in the document (lacks elements from Excellent). • More than two technical errors in the bibliography.

Commented [kebh20]: 1E use data and current research to inform their practices;

MASTER OF LIBRARY SCIENCE

0206-NARRATIVE OF CHANGE PHILOSOPHY OF LIBRARIANSHIP LIBS 6550

The assessment has changed little, but has moved from a course taken early in the program to the field experience. Core Values of the profession are explicitly studied in LIBS 6000 Librarianship (a core course). Every syllabus in the program includes College of Education dispositions. Students write the philosophy with a deeper knowledge and experience of the profession. This change to later in the program showed student improvement. It is now rare for students to do poorly on the assessment. Students, in the philosophy, must synthesize elements from several courses as well as using any field visits:

- LIBS 6000 Core values
- Libs 6000 Types of libraries
- Libs 6310 / 6311 Selection of children's books and creation of age-appropriate activities
- Libs 6310 / 6311 Field visits to children's libraries / young adult sections in public libraries
- Libs 6170 Creation of user guides for reference materials
- Libs 6060 Understanding research for evaluation in libraries

MASTER OF LIBRARY SCIENCE

DOCUMENT 0300-EXITPORTFOLIO-MLS-INDEX

FOLDER 0300-EXITPORTFOLIO CONTAINS:

0300-EXITPORTFOLIO-MLS-INDEX
0301-NCATE-STANDARD(S)-MET-WITH-0300-EXITPORTFOLIO
0302-ASSESSMENT-EXITPORTFOLIO-MLS
0303-ASSESSMENT-ANNOTATED-EXITPORTFOLIO-ML
0304-RUBRIC-ANNOTATED-EXITPORTFOLIO-INSTRUCTORCOPY
0306-NARRATIVE-OF-CHANGE-EXITPORTFOLIO-MLS

MASTER OF LIBRARY SCIENCE

DOCUMENT 0301 NCATE STANDARD(S) MET WITH 0300 EXITPORTFOLIO

VISION

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

1E HAVE AN ADEQUATE UNDERSTANDING OF PROFESSIONAL KNOWLEDGE

Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.

They

- know their students, families, and communities;
- use data and current research to inform their practices;
- use technology in their practices; and support student learning through their professional services.

1F STUDENT LEARNING FOR OTHER PROFESSIONALS

Candidates for other professional school roles are able to create positive environments for student learning.

They understand and build upon

- the developmental levels of students with whom they work;
- the diversity of students, families, and communities;

1G DISPOSITIONS

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.

ALA

1H The importance of effective advocacy for libraries, librarians, other library workers, and library services.
1I The techniques used to analyze complex problems and create appropriate solutions.
1J The importance of effective communication techniques (verbal and written).

5C The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
5D Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
5E The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
5F The principles of assessment and response to diversity in user needs, user communities, and user preferences.
5G The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
8E The concepts behind, issues relating to, and methods for, principled, transformational leadership.

COE DISPOSITIONS

Ethical
Values human diversity
Shows respect for the varied talents of individuals
Demonstrates compassion toward others
Respectful of others
Sets high expectations for achievement for self and others Honest
Acknowledges appropriately the work/ideas of others
Aware of the standards and policies of the profession
Reflective
Evidences curiosity about topics/issues studied
Patient
Disciplined
Evaluates the effects of instruction
Frequently demonstrates flexibility and adapts processes to incorporate new information Analyzes multiple sources of information for purposes of problem solving
Self-directed
Accepts responsibility for actions
Seeks answers to problems independently Outlines
plan of action
Takes initiative in resolving
problems

AMERICAN ASSOC. OF SCHOOL LIBRARIANS [for school library licensure]

1.1a Knowledge of learners and learning Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.
1.1b Knowledge of learners and learning Candidates assess learner needs and design instruction that reflects educational best practice.
1.1c Knowledge of learners and learning Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.
1.1 d Knowledge of learners and learning Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.
1.2 a Effective and knowledgeable teacher Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning.
1.2b Effective and knowledgeable teacher Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in

partnership with classroom teachers and other educators.
1.2 c Effective and knowledgeable teacher Candidates can document and communicate the impact of collaborative instruction on student achievement.
1.3 a Instructional partner Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators.
1.3 b Instructional partner Candidates acknowledge the importance of participating in curriculum development, of engaging in school 2010 improvement processes, and of offering professional development to other educators as it relates to library and information use.
1.4 a 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.
1.4b Integration of twenty-first century skills and learning standards Candidates employ strategies to integrate multiple literacies with content curriculum.
1.4c Integration of twenty-first century skills and learning standards 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.
2.4a Literacy strategies. Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

0302-ASSESSMENT-EXITPORTFOLIO-MLS

THE EXIT PORTFOLIO

MIDDLE TENNESSEE STATE UNIVERSITY

Library Science
Middle Tennessee State University
College of Education
Womack Department of Educational Leadership
2016

Table of Contents

1) The ExitPortfolio
   a) What is an ExitPortfolio?
   b) Why an ExitPortfolio?
   c) Do I have to Share my Information to the World?
   d) ALA Competencies
2) Create the ExitPortfolio
   a) Structure and Navigation
   b) Design
   c) Homepage
   d) Content
3) Artifact Requirements
4) Reflection Requirements
5) ExitPortfolio Assessment
6) Appendices

"ePortfolio goes beyond simply collecting and storing artifacts toward leveraging digital technologies' potential to make unique linkages, connections, and reflections among multiple experiences and artifacts in ways that would not be possible with a traditional paper ePortfolio." (Parkes, Dredger, & Hicks, 2013)

The ExitPortfolio

What is an ExitPortfolio

You may have created a portfolio during your professional career. If you have, you know that a portfolio consists of 'artifacts' (projects, assignments, assessments, etc.) that provide evidence of learning. Reflection documents are critical components of the Portfolio. The artifacts that you post are meaningless without a reflection on why the artifact deserves inclusion in the portfolio.

Three types of Portfolios exist: process portfolio in which you collect artifacts to show you're an ongoing project such as your field experience; product portfolio in which you select artifacts to show attainment of goals; and showcase portfolio to collect best practices. This ExitPortfolio will be a product portfolio, but will link to the process e^{xper}Portfolios that are created during the program.

The ExitPortfolio is identical to the print Portfolio, but it is created, stored, and accessed via the Internet. The advantage of the ExitPortfolio:

- It is portable and provides worldwide access
- It can include multimedia artifacts
- You can showcase achievements outside of traditional assignments
- "An ExitPortfolio is a living and changing collection of records that reflect your accomplishments, skills, experiences, and attributes. It highlights and showcases samples of some of your best work, along with life experiences, values and achievements." *College of Charleston Career Center*

e$_{xit}$Portfolio is the correct term. Please use only this form for your **Exit** Portfolio.

ExperPortfolio is the correct term for your **field experience** portfolio.

Why an ExitPortfolio?

Portfolios fit the andragogic model of adult learning that Knowles et al. (2012) proposed. It is not just past events (assignments, artifacts, activities) that are the strength of the ExitPortfolio, but your chance to reflect on the meaning of the experiences to project future possibilities. (Madden, 2015).

The ExitPortfolio is a narrative. It reflects your personality and accomplishments. Self-discovery should occur as you construct the ExitPortfolio. As an organized record of your work, it provides tangible evidence of your skills and abilities. The **purpose** of the ExitPortfolio at MTSU's Library Science program is to demonstrate that you have attained all of the competencies—to show the evaluation team that you are truly a "Master of Library Science". The evaluation

team also wants to assess your dispositions—are you the type of librarian that MTSU can be proud of? Modern, intelligent, creative, advocate of users?

Do I have to Share my Information to the World?

This is a sharing space to provide evidence of your learning. Personal information such as your name, your address or location, your photo, your email, or other personal identification information does not have to be included. Sharing permissions to view the ExitPortfolio should be kept to yourself and ExitPortfolio review committee members. You own the ExitPortfolio, so you may decide later to share it with others. Since the Internet is a wide-open space, MTSU does not want to make you share information that you are uncomfortable sharing.

So if there are no names, what do I do? You can use aliases for personal information and provide that key to the ExitPortfolio committee. Photos that are included can be edited with Paint to obscure names of schools. Of course, you may include maps and other information that is not specifically pointing to you. The ExitPortfolio should be shared as a private, by invitation only site. Then you don't have to worry about the public access.

ALA Competencies (Goals)

The ALA Competencies are in Appendix A. Each course in the Library Science degree maps the competencies to the course as goals. Assignments met more than one competency and your choice of assignments to include in the ExitPortfolio may also map to more than one competency. There is a crosswalk between courses and these competencies posted at http://mtweb.mtsu.edu/kpatten/ala.xlsx

Structure and Navigation

The ExitPortfolio must have these pages. Additional Second Level Pages are your choice.

1. Homepage Top Level
2. Prescribed Artifacts Top Level
    a. Work Samples for Goals Second Level
        i. Key Assessments Third Level (course assignments that require submission here)
        ii. Choice Assessments Third Level (you decide what goes here)
    b. Personal Growth through Reflection Second Level
        i. Evidence of membership in professional organizations Third Level
        ii. ALA Competencies Chart Third Level
        iii. Philosophy of librarianship and of behavior management Third Level
        iv. Further professional growth through journals, blogs, etc. Third Level
        v. Resume and Interview Questions Third Level
    c. Field Experience Portfolios Second Level
        i. PreK-6 Third Level
        ii. 7-12 Third Level
3. Artifacts that Show Me at my Best Second Level
4. References Second Level
    a. Sources of documents used in creation of ExitPortfolio Third Level
    b. Sources of graphics / photos used in ExitPortfolio Third Level

Pages other than these will be added, but it is impossible to list here since those are individual choices. The Homepage is the top page (parent page) with other pages (child pages) linked from the homepage. Of course, you may add links

Commented [kebh1]: 1e HAVE AN ADEQUATE UNDERSTANDING OF PROFESSIONAL KNOWLEDGE

Commented [kebh2]: ALA
1H The importance of effective advocacy for libraries, librarians, other library workers, and library services.

Commented [kebh3]: 1.g Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.

Commented [kebh4]: AASL ALL STANDARDS FOR TEACHING MET IN THE FIELD EXPERIENCE

ALA 1H The importance of effective advocacy for libraries librarians, other library workers, and library services. 1I T techniques used to analyze complex problems and create appropriate solutions.
1J The importance of effective communication technique (verbal and written).
5C The methods used to interact successfully with individuals of all ages and groups to provide consultation mediation, and guidance in their use of recorded knowle and information.
5D Information literacy/information competence techniques and methods, numerical literacy, and statistic literacy.
5E The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
5F The principles of assessment and response to diversity user needs, user communities, and user preferences.

to sub child pages on each page! It's like a genealogy chart, but be careful that you don't 'get lost' in a tangle of levels. In general, 3 levels is enough.

You may ask, "Where do the reflections go?" Rather than create a standalone page for those, integrate them with the experiences. But make sure they are easy to find! And that the committee can link them to the correct artifact. You will be assessed on navigation. If the assessors can't find it, they will bypass the requirement and assign it as unmet.

Collaborative projects can be included as long as you clearly describe your contributions to the project. Reflections for such artifacts should include assessment of the process of collaboration as well as the product.

Design

Professional! Investigate what makes a 'good' website design. Navigation must be clear. The evaluation team should be able to find all materials easily. Check the rubric.

Homepage

Include basic information about the purpose and identity of the ExitPortfolio. Include photos. Be careful about use of color-on-color. Choose your typefaces carefully. Arrange the items on the page with whitespace as needed for clarity. Choose templates carefully! Use the same template on all pages.

Content-Looking Back to Look Ahead

The ExitPortfolio examines work you do in the Library Science program to see if you are satisfied with your progress in attaining goals. You can identify strengths and weaknesses early on and project solutions for weaknesses (Matthews-DeNatale, 2013). If the ExitPortfolio is a narrative (telling a story), then it should include conversational writing as well as academic. Your interpretation of events is an important component. Your ability to make connections between separate events and past experiences are critical assessment points for the ExitPortfolio. The assessment committee will be examining your ExitPortfolio for this. The content is guided, not prescribed.

The content will include work samples, reflections on each work sample, mappings of your work to ALA competencies, and other professional materials.

Work Samples

Some of the work samples will be mandated; others will be your choice

Mandated Work Samples are the Key Assessments from the program

1. Reference libguides
2. Selection Assignment from Administration or Collection Development class
3. A proposeal for an Action Research project from Research class
4. Role of the Library from Librarianship class
5. Planning for user programs or lesson plans from any class
6. Censorship assignment from any class

Choice Work Samples are selected to show your strengths. Your selections should include **no more** *than* **3** *artifacts to help complete the ALA competency map.*

Reflection

Each item that you include in the ExitPortfolio requires a reflective element. See Appendix D for the reflection

questions that must be used.

ALA Competency Map

- The map lists the ALA competencies in the left column. As you add an artifact, match it to a competency and place it in the right column of the map. Appendix A.
- As you move through your classes, match assignments to the competency map. Do not place all assignments on the competency map in the ExitPortfolio. Competency map should be complete when you end the program. Artifacts that Show Me at my Best

You may add materials of your choice that you think highlight your strengths. Include an explanation (reflection) on why the item is included.

Personal Materials

You may choose materials that inform the viewer about you as a person. The viewer wants to know about you! Links to personal pages is acceptable. This is a professional ExitPortfolio, so keep that in mind.

ExitPortfolio Assessment

During Each Semester

~~~Peer Assessment~~~

Once a semester, your ill look over what you have created and offer suggestions.

~~~ExitPortfolio Advisor Assessment~~~

Once a semester, your ExitPortfolio Advisor will look over what you have created and offer suggestions. You should contact your ExitPortfolio Advisor at any time for help.

Final Assessment

~~~Committee Assessment~~~

Portfolio is assessed by a committee—2 faculty members and a member of the MAC or LSAC (appendix B). Each student will be assigned a faculty advisor for the ExitPortfolio. The ExitPortfolio is evaluated once a semester. Formative feedback will be written and sent to the student. It is the responsibility of the student to implement changes in the ExitPortfolio. The student must keep all written feedback as part of the ExitPortfolio!

~~~

Final Submission Process

Request Form

Submit the Request Form (see the Appendix) by the date specified on the form.

In the 4th week of the last semester, the student should request a conference with the committee advisor to ask questions about the completion of the ExitPortfolio.

Submit the finished ExitPortfolio in the 7th week of the last semester of enrollment. The ExitPortfolio completion form with the rubric is sent to each committee member.

Evaluation

The committee evaluates the ExitPortfolio individually with the rubric, adds comments, and then conferences to decide upon the evaluation, given in the 9th week of the semester.

Students who receive a *2 Standards not completely met, revisions needed* must make revisions that respond to the written feedback and resubmit no later than the 11th week of the semester. Graduate Studies will not accept graduation information after that date.

Students who receive a *3 Does not meet the standards* must delay graduation by one semester. They must enroll in Libs 6999 for one credit and continue to work on the ExitPortfolio. They will submit the ExitPortfolio again using the same submission process.

Appeals of the rating may be made to the program coordinator.

See the Appendices for the Rubric and the submission form

EVALUATION RATINGS

The evaluation will receive one of these ratings:

1. Standards met; no revision needed
2. Standards not completely met; revisions needed
3. Does not meet

Appendices

Appendix A: ALA COMPETENCIES table.

Foundations of the Profession

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
1A. The ethics, values, and foundational principles of the library andinformation profession.	
1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).	
1C. The history of libraries and librarianship.	
1D. The history of human communication and its impact onlibraries.	
1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.	
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.	
1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.	
1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.	
1I. The techniques used to analyze complex problems and create appropriate solutions.	
1J. Effective communication techniques (verbal and written).	
1K. Certification and/or licensure requirements of specialized areas of the profession	

Information and Resources

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.	
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de- selection.	

2C. Concepts, issues, and methods related to the management of various collections.	
2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.	

Organization of Recorded Knowledge and Information

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
3A. The principles involved in the organization and representation ofrecorded knowledge and information.	
3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.	
3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge andinformation.	

Technological Knowledge and Skills

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.	
4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.	
4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.	

Reference and User Services

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
5A. The concepts, principles, and techniques of reference and user servicesthat provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.	
5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.	
5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.	
5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.	
5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.	
5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.	

Research

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
6A. The fundamentals of quantitative and qualitative research methods.	
6B. The central research findings and research literature of the field.	
6C. The principles and methods used to assess the actual and potential value of new research.	

Continuing Education and Lifelong Learning

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.	
7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.	
7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.	
7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.	

Administration and Management

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
8A. The principles of planning and budgeting in libraries and other information agencies.	
8B. The principles of effective personnel practices and human resource development.	
8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.	
8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.	
8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.	

There is a crosswalk between courses and these competencies posted at http://mtweb.mtsu.edu/kpatten/ala.xlsx

Appendix B: ALA Competencies in Course Order

6000	1A	The ethics, values and foundational principles of the library and information profession.
6000 / 6311	1B	The role of the library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
6000	1C	The history of libraries and librarianship.
6000	1D	The history of human communication and its impact on libraries.
6000	1E	Current types of library (school, public, academic, special, etc.) and closely related information agencies.
6000	1F	National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
6000	1G	The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the American with Disabilities Act), and intellectual property.
6000	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6000	1I	The techniques used to analyze complex problems and create appropriate solutions.
6000	1J	The importance of effective communication techniques (verbal and written).
6000	7B	The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
6000	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6010	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6010	1I	The techniques used to analyze complex problems and create appropriate solutions.
6010	1J	The importance of effective communication techniques (verbal and written).
6010	2B	Concepts, issues, and methods related to the acquisition and disposition or resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6010	**2C**	Concepts, issues, and methods related to to the management of various collections.
6010	**2D**	Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.
6010	4A	Information, communication, assistive, and related technologies as the affect the resources, service delivery, and uses of libraries and other information agencies.

6010	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6010	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6010	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6010	5B	Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups
6010	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6010	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6010	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6010	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6010	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6015	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6015	1I	The techniques used to analyze complex problems and create appropriate solutions.
6015	1J	The importance of effective communication techniques (verbal and written).
6015	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6015	2B	Concepts, issues, and methods related to the acquisition and disposition or resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6015	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6015	5A	The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6015	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6015	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

6015	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6020	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6020	1I	The techniques used to analyze complex problems and create appropriate solutions.
6020	1J	The importance of effective communication techniques (verbal and written).
6020	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6020	3A	The principles involved in the organization and representation of recorded knowledge and information.
6020	3B	The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
6020	3C	The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.
6020	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6020	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6060	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6060	1I	The techniques used to analyze complex problems and create appropriate solutions.
6060	1J	The importance of effective communication techniques (verbal and written).
6060	6A	The fundamentals of quantitative and qualitative research methods.
6060	6B	The central research findings and research literature of the field.
6060	6C	The principles and methods used to assess the actual and potential value of new research.
6060	8C	The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
6060	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6100	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6100	1I	The techniques used to analyze complex problems and create appropriate solutions.

6100	1J	The importance of effective communication techniques (verbal and written).
6100	2C	Concepts, issues, and methods related to to the management of various collections.
6100	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6100	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6100	7A	The necessity of continuing professional development of practitioners in libraries and other information agencies.
6100	8A	The principles of planning and budgeting in libraries and other information centers.
6100	8B	The principles of effective personnel practices and human resource development.
6100	8D	The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
6100	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6310	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6310	1I	The techniques used to analyze complex problems and create appropriate solutions.
6310	1J	The importance of effective communication techniques (verbal and written).
6310	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6310	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6310	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
6310	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6320	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6320	1I	The techniques used to analyze complex problems and create appropriate solutions.

6320	1J	The importance of effective communication techniques (verbal and written).
6320	4A	Information, communication, assistive, and related technologies as the affect the resources, service delivery, and uses of libraries and other information agencies.
6320	5B	Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups
6320	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6320	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6320	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6320	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
6320	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6320	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6330	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6330	1I	The techniques used to analyze complex problems and create appropriate solutions.
6330	1J	The importance of effective communication techniques (verbal and written).
6330	2C	Concepts, issues, and methods related to to the management of various collections.
6330	2D	Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.
6330	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6330	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6330	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6340	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6340	1I	The techniques used to analyze complex problems and create appropriate solutions.

6340	1J	The importance of effective communication techniques (verbal and written).
6340	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6340	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6340	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6340	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6340	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6550	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6550	1I	The techniques used to analyze complex problems and create appropriate solutions.
6550	1J	The importance of effective communication techniques (verbal and written).
6550	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6550	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6550	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6550	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6550	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6550	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6900	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6900	1I	The techniques used to analyze complex problems and create appropriate solutions.
6900	1J	The importance of effective communication techniques (verbal and written).
6900	4A	Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
6900	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.

6900	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6900	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6900	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6900	7A	The necessity of continuing professional development of practitioners in libraries and other information agencies.
6900	8C	The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
6900	8D	The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
6900	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.

Appendix C: MLS ADVISORY COUNCIL (MAC) 2014-2017

The Council's Mission

The MLS Advisory Council (MAC) of Middle Tennessee State University Master of Library Science provides assistance and insight to the leadership of the program so that graduates are workforce-ready practitioners who have a strong foundation in modern librarianship.

NAME	INSTITUTION	WORK ADDRESS / PHONE	EMAIL
Laurel Best	Huntsville Public Library	915 Monroe St. P.O. Box 443 Huntsville, AL 35801 (256) 532-5951	lbest@hmcpl.org
Kathryn Moisant	Oakland High School		moisantk@rcschools.net
Betty Jo Jarvis	Stones River Regional Library	2118 E. Main St. Murfreesboro, TN 37130-4009 615-893-3380	BettyJo.Jarvis@tn.gov
Leesa Harmon	Williamson County Public Library		lharmon@williamson-tn.org
Dean Bonnie Allen	MTSU—Walker Library	Walker Library, MTSU, Box 13 615 898 2772	Bonnie.Allen@mtsu.edu
Rita Shacklett	Linebaugh Public Library	Linebaugh Public Library 105 W. Vine St. Murfreesboro, TN 37130 615-893-4131, x112	rshacklett@linebaugh.org
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Teresa Newton	Lawrence County Public Library	519 E. Gaines Street Lawrenceburg, TN 38464 931-762-4627	tnewton@lawcotn.org
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Catherine Stephens	Franklin Special School District	507 Highway 96 West Franklin, TN 37064	stephenscat@fssd.org
Ryan Darrow	Nashville Public Library	615 Church St Nashville, TN 37219 615-862-5769	Ryan.Darrow@nashville.gov
Peggy Gold	Moore County Public Library	P.O. Box 602 Lynchburg, TN 37352 Phone:931-759-728	mcpublclibrary@gmail.com

Appendix D: Reflection Questions

ADAPTED FROM EDUTOPIA

Every item that is added must be accompanied by a reflective statement. Choose one question from each section to answer (4 questions for EACH artifact).

Backward-Looking:

1. Have you done a similar kind of work in the past (earlier in the year or in a previous grade; in school or out of school)?
2. In what ways have you gotten better at this kind of work? In what ways do you think you need to improve?
3. Does this work tell a story?

Inward-Looking:

4. How do you feel about this piece of work? What parts of it do you particularly like? Dislike? Why? What did/do you enjoy about this piece or work?
5. What does this piece reveal about you as a learner?
6. What did you learn about yourself as you worked on this piece?
7. Find another piece of work that you did at the beginning of the year to compare and contrast with this what changes can you see? How did those changes come about? What does that tell you about yourself and how you learn?

Outward-Looking:

8. If you were the evaluator, what comments would you make about this piece? What grade would you give it? Why?
9. What the one thing you particularly want people to notice when they look at your work?
10. In what ways did your work meet the standards for this assignment? In what ways did it not meet those standards?
11. If someone else were looking at the piece, what might they learn about who you are?

Forward-Looking:

12. As you look at this piece, what's one thing that you would like to try to improve upon?

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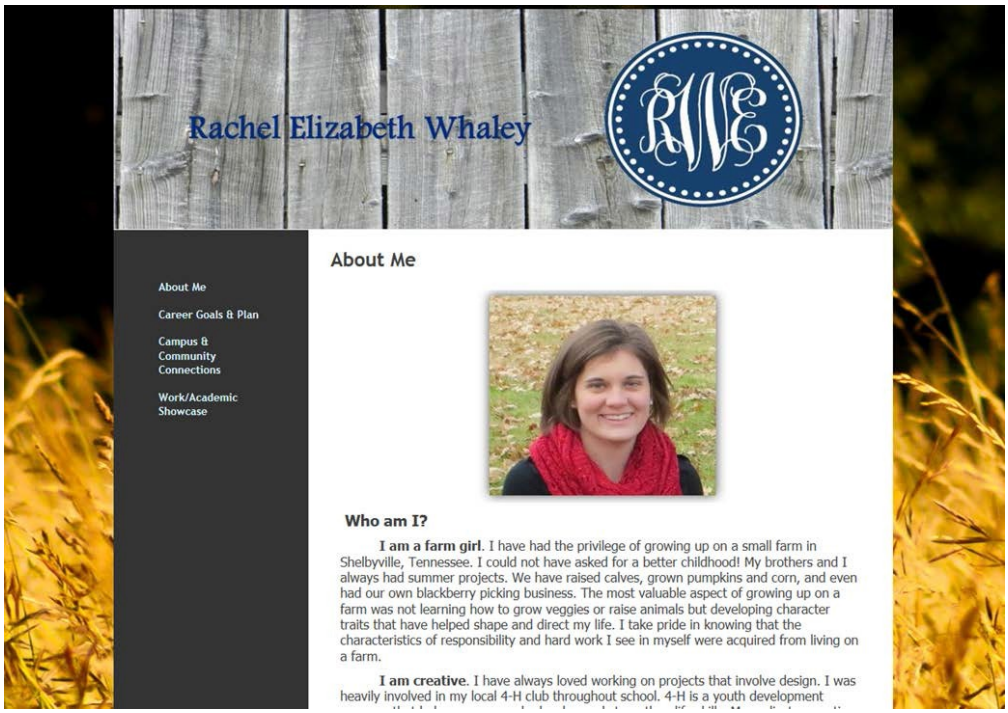
EXAMPLE from an UNDERGRADUATE



Appendix E: ExitPortfolio Final Submission

I have finished with my coursework and I respectfully request to submit my finished ExitPortfolio at the end of this semester.

Name_____M#_____

Address_____

Phone #_____

Email at MTSU _____

ExitPortfolio link_____

Signature of Committee Chair_____

Date_____

My signature_____

Date_____

Submit the following documents with this form

Degree seekers:

- The Degree Plan you submitted in your first semester
- Any revisions to the degree plan
- A copy of your transcript with the MLS courses highlighted

Non-degree seekers:

- A copy of your transcript with the MLS courses highlighted

I have re ad and understood the (check all that apply)

The ExitPortfolio Handbook
The Library Science website Graduating Page
If I am seeking the school license, the Apply for the License page, the Praxis page

Download, fill in, save, and send to Program Coordinator by the end of the applicable month

Fall by September 15 / Spring by February 15 / Summer by May 31

User's Guide for creating and maintaining your Exitportfolio

Using D2L for Your ePortfolio

MLS -- MTSU

Commented [kebh5]: All technology related standards met with the use of D2L and embedded AV in the portfoli

D2L EPORTFOLIO USER INTERFACE OVERVIEW

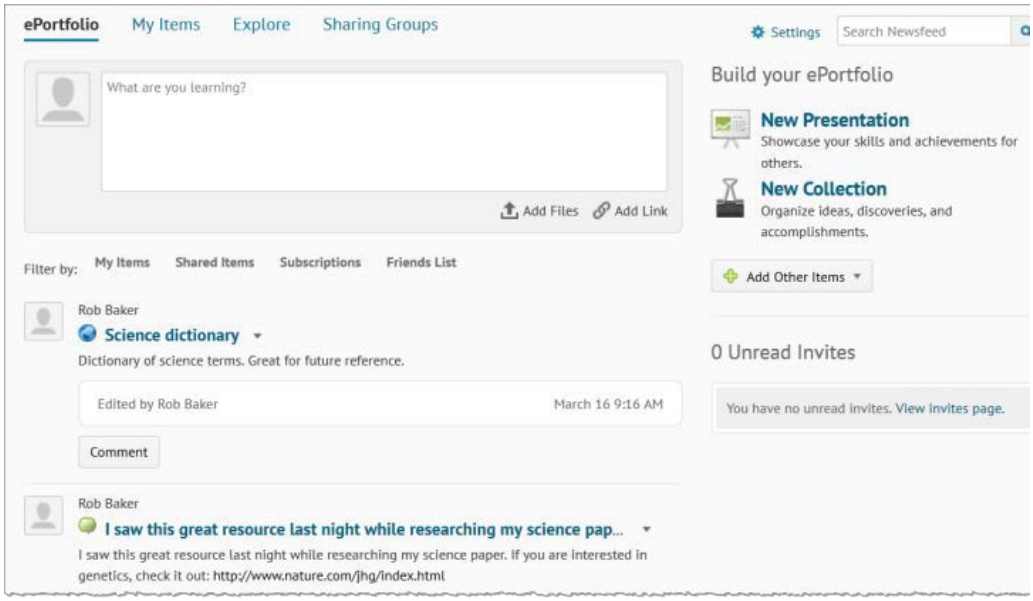


Figure 1 D2L ePortfolio Dashboard page

D2L ePortfolio is divided into 4 main pages: the Dashboard, the My Items page, the Explore page, and the Sharing Groups page.

Page	Description
D2L ePortfolio Dashboard	**The Dashboard is the main landing page for D2L ePortfolio. On the Dashboard page, you can add new content to your D2L ePortfolio, review recent activity on your items and items shared with you, and check invites from your peers.**
	The "What are you learning?" panel prompts you to record brief thoughts about a current learning experience which you can expand upon at a later date. You can also add file artifacts or a link artifact to your D2L ePortfolio or associate them with your brief reflection. When you post an item, it automatically shares with the default sharing group you specify in your D2L ePortfolio settings.

	The Announcements feed consolidates recent activity on your items and items shared with you. Your items appear in this area if they have been recently edited, commented on, or assessed. If you contribute a comment, an edit, or an assessment to another user's item, that item also appears in the Announcements feed and you can see contributions others are making to it. Filters at the top of the Announcements feed enable you to search and view specific sets of content: recent activity by ownership, people and items you've subscribed to, and items from contacts in the Instant Messages tool via the Friends List.
	The Unread Invites panel displays your recent invites, including the author of the invite, the message content, and the associated D2L ePortfolio item.
My Items	The My Items page consolidates all of your artifacts, reflections, presentations, collections, and learning objectives into a single view, enabling you to view, search, and manage all of your content from one location. On the My Items page you can: • Add D2L ePortfolio content using the New Presentation, New Collection, and Add buttons. • Bulk add items to a presentation or collection or bulk associate items with learning objectives using the More Actions button. • Perform common actions on your D2L ePortfolio items, such as view, preview (image and HTML file artifacts only), edit, copy (presentations only), delete, and share. Your D2L ePortfolio items display in a list that you can sort and filter.
Explore	The Explore page consolidates items others have shared publicly or privately with you into one view. Shared D2L ePortfolio items display in a list that you can sort and filter. On the Explore page you can: • Browse items. • Depending on your sharing permissions, view and leave comments and assessments and edit others' items. A feedback activity icon appears beside items when there is comment and assessment activity. • Click on a user's name to view all content shared from that user. • Subscribe to an item or a user. • Use the search field to find content. The search checks for matches within item titles, tags, descriptions, and owner names.
Sharing Groups	The Sharing Groups page displays all sharing groups to which you are a member. Use a sharing group to apply and save permissions for different users and groups of users. This allows you to attach the sharing group to new and existing items rather than specifying permissions for each item you create.

D2L EPORTFOLIO SETTINGS

Settings allow you to change display options and preferences for your D2L ePortfolio.

Setting	Description
Display Options	
Default list size	Select the number of items to display in your Announcements feed, My Items, and Explore lists.
Number of activities on Announcements feed items	Select the maximum number of events you want to display for each Announcements feed item.
My Modifications	Select whether to include activity you make on your own items in your Announcements eed.
Number of unread invites on dashboard	Select how many unread invites appear on your dashboard.
Item Defaults	
Item feedback	Select whether you want to allow comments or assessments by default when creating items. Note: These settings enable commenting and assessments; you still need to set permissions around who can add comments or assessments.
Default presentation theme	This area displays the current default theme for the organization. If you have permission, you can click the Manage Themes link to make edits to presentation themes and their styles. Your edits will be visible to all other users in your organization.
RSS Updates	
Feedback RSS	Notifies you when edits, comments, or assessments are made on one of your portfolio items by another user. To use RSS feeds, you must subscribe to an external RSS reader.
Ignore List	
Ask for confirmation	Select if you want to see a confirmation dialog asking if you want to ignore items from a user.

before ignoring items from users	
Ask for confirmation before restoring items from users	Select if you want to see a confirmation dialog asking if you want to restore items from a user.
Invite RSS	Notifies you when you receive an invite to view another user's item. To use RSS feeds, you must subscribe to an external RSS reader.
Sharing Settings	
Invite Delivery Method	Select Email Invitation if you want to receive an email when others invite you to view items from their D2L ePortfolio. A copy of the invite always appears on your Invites page.
Default Sharing Group	Select a default sharing group to apply to all new items in your D2L ePortfolio that meet your filter criteria. Use this option if you consistently share new items with the same group of users.

ADD A NEW PRESENTATION

Presentations let you compile D2L ePortfolio items into a web project to showcase your achievements. Your presentations can have multiple pages. Presentations provide a polished, professional medium to demonstrate your learning and accomplishments.

A banner appears at the top of every page in a presentation. The presentation title usually appears in the banner, much like a header in a book. You can include additional text in the banner as a description. The theme of the presentation controls the style of the banner, including the background and fonts used.

Themes are default style templates that give your presentations a consistent look and feel. Themes are comprised of styles which control one aspect of the design. For example, there are separate styles that control the look of titles, links, dates, and images.

- Your organization provides presentation themes, but you may be able to change some or all aspects of a theme.
- On the navbar, click ePortfolio.
- On the My Items page, click New Presentation.
- In the Properties tab, enter your presentation details. Click Save.
- In the Content/Layout tab, do any of the following:
- To add pages to your presentation, in the Pages panel, click the New page icon. Enter your page details. Click Save.

- To add content to your presentation, in a Content Area panel, click Add Component. Locate your component, select it, and click Add.
- In the Banner tab, enter your banner details.
- In the Theme tab, do any of the following:
- To edit your current theme, in the Current Theme area, click the Edit Styles icon. Make your changes. Click Save.
- To select a new theme for your presentation, in the Available Themes area, click Select > Set Theme.

Edit a presentation layout

1. On the navbar, click **ePortfolio**.

- On the **My Items** page, from the context menu of the presentation you want to edit, click Edit.
- In the Content/Layout tab, do any of the following:
- To edit where the page navigation appears, click Edit Presentation Navigation. Select your navigation option. Click Save.
- To edit where content areas appear on a page, click Edit Page Layout. Select your layout option. Click Save.
- To move an item in a content area, from the item's context menu, click Move [Up/Down/To].
- To remove an item in a content area, from the item's context menu, click Remove from Layout.
- To edit how an item appears in a content area, from the item's context menu, click Edit Display Options. Make your changes. Click Save.

D2L EPORTFOLIO COLLECTIONS

Create a new collection

- Collections are groups of artifacts, reflections, presentations, and learning objectives. An item can belong to multiple collections at the same time. For example, you can add a short story you wrote to a collection called "Fiction" as well as a collection called "Creative Writing 101" and there will only be one copy of the story (artifact).
- On the navbar, click **ePortfolio**.
- On the **My Items** page, click **New Collection**.
- Enter your collection details.
- Click **Save**.
- In the **Items in Collection** area, click **Add to Collection**.
- Click **Artifacts, Presentations, Reflections, or Learning Objectives**.
- Select the check box for every item you want to add. Click **Add**.
- Click **Save and Close**.

About assessment settings

- Enabling comments on an artifact, collection, reflection, presentation, or learning objective allows users who are viewing the item to leave feedback. Use this feature to collaborate with peers so they may comment on your work, provide constructive criticism, or point out additional resources.
- Enabling assessments for an artifact, collection, reflection, presentation, or learning objective allows users with the appropriate permissions to evaluate the item using a rubric. You must select which rubric you want used when you are being evaluated from the list provided by your organization.
- When others comment on and assess an item in your D2L ePortfolio, their feedback becomes a part of the item. You can see it below the item's details when viewing the item or through the feeds and widgets on your dashboard.

You can enable comments and assessments for all items by default or enable them individually on an item by item basis.

About editing and commenting on D2L ePortfolio items

In order to leave comments, assessments, or annotations on an item in a user's D2L ePortfolio, you must have the appropriate permissions. You can receive permissions to comment on, assess, or edit a user's work in one of two ways:

- The user gives you the appropriate permissions
- You set up a forced sharing group for users in a particular course that gives you the appropriate permissions

Encouraging users to give you permission to comment on and assess portfolio items that relate to course work is an excellent way to provide users with informal, intermittent feedback.

Submit D2L ePortfolio items to a Assignments folder

You can submit your D2L ePortfolio items to an Assignments folder in D2L Learning Environment for formal assessment. When you submit an item to a course Assignments folder, a copy of the item goes to the Assignments tool. Future changes to the item in D2L ePortfolio do not transfer to the Assignments copy.

If you submit a reflection or artifact to an Assignments folder, Quicklinks to associated items will also be included in the submission. For instance, a submitted artifact will include links to associated reflections. A submitted reflection will include Quicklinks to artifacts it is associated with.

If your item has comments and assessments on it but you don't want to include them with your Assignments submission, you must edit your item so that the **Allow others to add/view comments if they have sufficient permission** and **Allow others to add/view assessments if they have sufficient permission** check boxes are clear before you submit. This does not remove previous comments and assessments from the item itself. After you make your submission, you can select the check boxes to re-enable comments and assessments.

- On the navbar, click Assignments.
- Click the folder you want to make a submission to.
- In the Submit Files area, click Add a File.

- From the tool panel, click ePortfolio.
- Select the toggle for the item you want to add. Click Select Item.
- Click Submit > Done.

SHARING YOUR EXITPORTFOLIO

Create a sharing group

- On the navbar, click D2L ePortfolio.
- From the tool navigation, click Sharing Groups > New Sharing Group.
- Enter your sharing group details.
- Click Add Users.
- Do one of the following:
- To add individual users to the sharing group, in the Users tab, click on the users you want to add.
- To add course offerings to the sharing group, in the Courses tab, click on the course offerings you want to add.
- In the Assign Permissions area, select the permissions you want the sharing group to have.
- Click Add > Save and Close.

Sharing permissions

In order to use the comments and assessments permissions, you must make sure the comments and assessments check boxes are enabled for the item and that a rubric for assessing items has been attached to the item. These check boxes are selected by default, but it is possible to clear them (if you want to temporarily remove the ability to comment on or assess an item), and you can change the default setting so they are not selected on new items.

Permission	Description	Available For
View	Allows selected users to see your D2L ePortfolio item on the Explore page	Anyone
See comments from others	Allows selected users to see the comments other users have left on your D2L ePortfolio item	Internal users External user with personal invite
Add comments	Allows selected users to add comments on your D2L ePortfolio item	Internal users External user with personal invite
See assessments from others	Allows selected users to see rubric assessments other users have left on your D2L ePortfolio item	Internal users External user with personal invite Note: Not available for reflections
Add assessments	Allows selected users to evaluate your D2L ePortfolio item using a rubric, provided you have added a rubric to the item	Internal users External user with personal invite Note: Not available for reflections

Edit	Allows selected users to make changes to your D2L ePortfolio item, which you can track using the item's Change Log.	Internal users

About sharing D2L ePortfolio items

You can share your D2L ePortfolio items internally and externally.

Use permissions to share D2L ePortfolio items internally with other users. You can set up separate permissions options for each artifact, collection, reflection, presentation, and learning objective in your D2L ePortfolio so you can pick and choose what content you share with others. You can send invitations to internal users when you share an item with them. Sending an invitation gives you the opportunity to leave them a message about why you are sharing the item and what you'd like them to do with it. If you send an invite to a sharing group that includes all users at your organization or all users in a particular course or department, all of the users in the group will receive the invite.

You can also share D2L ePortfolio presentations externally with friends, parents, or potential employers in the following two ways:

- You can make the presentation publicly available to anyone through a URL. When you share a presentation this way people can only view the presentation. They cannot add comments, add assessments, or make edits to the presentation.
- You can send a personal invite to view your presentation via an email and the recipient can follow the attached link to view the presentation. The recipient must set up a username and password, and then they can see and add comments or assessments based on the permissions you gave them. External users cannot edit presentations.

Send an invitation to a user

- On the navbar, click **ePortfo**lio.
- On the My Items page, from the context menu of the item you want to share, click Share.
- In the Sharing List area, select the check box for every user you want to send an invitation to. If you do not see the user you want to invite in the list, click Add Users and Groups and add the user to the list.
- Click Send Invite.
- Enter your invitation details.
- Click Send > Close.

Share a presentation with specific external users

When you add an external user to your presentation using their email address, they will receive an email with a link inviting them to set up a username and password to view the presentation. The invite expires after three days (or another amount of time set by your organization).

- On the navbar, click ePortfolio.
- On the My Items page, from the context menu of the item you want to share, click Share.
- Click Add Users and Groups.
- In the Add External User by Email Address area, enter the email address for the user you want to add. Click Add.

- In the Assign Permissions area, select the permissions you want the users to have.
- Click Share > Close.

Remove sharing permissions from an item

- On the navbar, click ePortfolio.
- On the My Items page, from the context menu of the item from which you want to remove permissions, click Share.
- In the Sharing List area, do one of the following:
- To remove a user or course offering from the item, click the Remove Permissions.
- To modify a user's permissions for the item, click the Edit Permissions icon. Select or clear permissions for the user.
- Click Close.

EXITPORTFOLIO CONTENT

About creating quicklinks to D2L ePortfolio items

- You can create quicklinks to D2L ePortfolio content in the same way as other quicklinks. However, the person following the link must have that item shared with them.
- If you include a quicklink to a D2L ePortfolio item in a form, reflection, artifact, or presentation, the referenced item does not inherit permissions from the item containing the link. This means that individuals viewing an item via the quicklink must also have direct permission to view the referenced item and follow the link; otherwise, they receive an error message letting them know they do not have permission to view the item.

Import D2L ePortfolio items

You can only import D2L ePortfolio packages into your D2L ePortfolio. If you have other items you want to add to your D2L ePortfolio, you must add them individually.

- On the navbar, click ePortfolio.
- On the My Items page, from the More Actions button, click Go to Import / Export page.
- Click Import.
- Click Browse. Locate the package you want to import. Click Open.
- Click Next > Import.

Export items in your D2L ePortfolio

- On the navbar, click ePortfolio.
- On the My Items page, from the More Actions button, click Go to Import / Export page.
- Do one of the following:
- To export all items, click Export > All Items.

- To export specific items, click Export > Selected Items. Click Add Items, then select the items you want to export. Click Add.
- Click Export.
- Click the View progress of the export package link.
- In the Download File dialog that displays, click the link for your exported package.
- Save the file to your desktop.

What property changes occur when I export D2L ePortfolio items?

Property	Notes
Access Log for presentations	Does not include
Assessments	Does not include
Change Log for Edit permission	Does not include
Comments	Includes comments; does not retain commenter's name
Contents of a collection	Includes items within a collection only if you export the items at the same time
Forms	Includes form artifacts; does not include the form that the artifact is based on System fields do not maintain their values; the system generates these values based on the user that imports the form Does not maintain rubrics embedded in a form
Items associated with a reflection	Includes associated items only if you export the items at the same time
Items in a presentation	Includes items within a presentation only if you export the items at the same time
Permissions	See [item] only
Presentation layout	Navigation settings, page settings, page names, and text areas remain the same Maintains profile settings, but displays information corresponding to the user who imports the presentation
Presentation theme	Does not include presentation theme; presentations revert to the default system theme on import
Reflections associated with an artifact	Includes associated reflections only if you export the reflections at the same time
Rubrics associated with an item	Does not include
Tag lists for a collection (dynamic collections)	Does not retain tag lists; all collections become static on export

Export a presentation in HTML format

If you have the appropriate permissions, you can export presentations to HTML format directly from a presentation's context menu.

Exporting your presentation to HTML format enables you to keep a copy of your presentation in a viewable format external to the system. This is useful if you change institutions and you don't want to lose your work. Once you export your presentation to HTML, you can host it externally on your own website or save it on your computer to view offline.

You cannot import an HTML presentation back into D2L ePortfolio.

- On the navbar, click ePortfolio.
- On the My Items page, from the context menu of the presentation you want to export, click Export.
- Select Export HTML version of presentation. To include links to pages within the system, select the All system links check box. Links to pages within the system require users to log in to the system and have the appropriate permissions.
- Click Next.
- In the Download File dialog that displays, click the link for your exported package.
- Save the file to your desktop.

0303-ASSESSMENT-ANNOTATED-EXITPORTFOLIO-MLS

ExitPortfolio

MIDDLE TENNESSEE STATE UNIVERSITY

Library Science
Middle Tennessee State University
College of Education
Womack Department of Educational Leadership
2016

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   d) Content
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4) Reflection Requirements
5) ExitPortfolio Assessment
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"ePortfolio goes beyond simply collecting and storing artifacts toward leveraging digital technologies' potential to make unique linkages, connections, and reflections among multiple experiences and artifacts in ways that would not be possible with a traditional paper ePortfolio." (Parkes, Dredger, & Hicks, 2013)

The ExitPortfolio

What is an ExitPortfolio

You may have created a portfolio during your professional career. If you have, you know that a portfolio consists of 'artifacts' (projects, assignments, assessments, etc.) that provide evidence of learning. Reflection documents are critical components of the Portfolio. The artifacts that you post are meaningless without a reflection on why the artifact deserves inclusion in the portfolio.

Three types of Portfolios exist: process portfolio in which you collect artifacts to show you're an ongoing project such as your field experience; product portfolio in which you select artifacts to show attainment of goals; and showcase portfolio to collect best practices. This ExitPortfolio will be a product portfolio, but will link to the process e^{xper}Portfolios that are created during the program.

The ExitPortfolio is identical to the print Portfolio, but it is created, stored, and accessed via the Internet. The advantage of the ExitPortfolio:

- It is portable and provides worldwide access
- It can include multimedia artifacts
- You can showcase achievements outside of traditional assignments
- "An ExitPortfolio is a living and changing collection of records that reflect your accomplishments, skills, experiences, and attributes. It highlights and showcases samples of some of your best work, along with life experiences, values and achievements." *College of Charleston Career Center*

e$_{xit}$Portfolio is the correct term. Please use only this form for your **Exit** Portfolio.

ExperPortfolio is the correct term for your **field experience** portfolio.

Why an ExitPortfolio?

Portfolios fit the andragogic model of adult learning that Knowles et al. (2012) proposed. It is not just past events (assignments, artifacts, activities) that are the strength of the ExitPortfolio, but your chance to reflect on the meaning of the experiences to project future possibilities. (Madden, 2015).

The ExitPortfolio is a narrative. It reflects your personality and accomplishments. Self-discovery should occur as you construct the ExitPortfolio. As an organized record of your work, it provides tangible evidence of your skills and abilities. The **purpose** of the ExitPortfolio at MTSU's Library Science program is to demonstrate that you have attained all of the competencies—to show the evaluation team that you are truly a "Master of Library Science". The evaluation

team also wants to assess your dispositions—are you the type of librarian that MTSU can be proud of? Modern, intelligent, creative, advocate of users?

Do I have to Share my Information to the World?

This is a sharing space to provide evidence of your learning. Personal information such as your name, your address or location, your photo, your email, or other personal identification information does not have to be included. Sharing permissions to view the ExitPortfolio should be kept to yourself and ExitPortfolio review committee members. You own the ExitPortfolio, so you may decide later to share it with others. Since the Internet is a wide-open space, MTSU does not want to make you share information that you are uncomfortable sharing.

So if there are no names, what do I do? You can use aliases for personal information and provide that key to the ExitPortfolio committee. Photos that are included can be edited with Paint to obscure names of schools. Of course, you may include maps and other information that is not specifically pointing to you. The ExitPortfolio should be shared as a private, by invitation only site. Then you don't have to worry about the public access.

ALA Competencies (Goals)

The ALA Competencies are in Appendix A. Each course in the Library Science degree maps the competencies to the course as goals. Assignments met more than one competency and your choice of assignments to include in the ExitPortfolio may also map to more than one competency. There is a crosswalk between courses and these competencies posted at http://mtweb.mtsu.edu/kpatten/ala.xlsx

Structure and Navigation

The ExitPortfolio must have these pages. Additional Second Level Pages are your choice.

1. Homepage Top Level
2. Prescribed Artifacts Top Level
    a. Work Samples for Goals Second Level
        i. Key Assessments Third Level (course assignments that require submission here)
        ii. Choice Assessments Third Level (you decide what goes here)
    b. Personal Growth through Reflection Second Level
        i. Evidence of membership in professional organizations Third Level
        ii. ALA Competencies Chart Third Level
        iii. Philosophy of librarianship and of behavior management Third Level
        iv. Further professional growth through journals, blogs, etc. Third Level
        v. Resume and Interview Questions Third Level
    c. Field Experience Portfolios Second Level
        i. PreK-6 Third Level
        ii. 7-12 Third Level
3. Artifacts that Show Me at my Best Second Level
4. References Second Level
    a. Sources of documents used in creation of ExitPortfolio Third Level
    b. Sources of graphics / photos used in ExitPortfolio Third Level

Pages other than these will be added, but it is impossible to list here since those are individual choices. The Homepage is the top page (parent page) with other pages (child pages) linked from the homepage. Of course, you may add links

Commented [kebh1]: 1e HAVE AN ADEQUATE UNDERSTANDING OF PROFESSIONAL KNOWLEDGE

Commented [kebh2]: ALA
1H The importance of effective advocacy for libraries, librarians, other library workers, and library services.

Commented [kebh3]: 1.g Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.

Commented [kebh4]: AASL ALL STANDARDS FOR TEACHING MET IN THE FIELD EXPERIENCE

ALA 1H The importance of effective advocacy for libraries librarians, other library workers, and library services. 1I T techniques used to analyze complex problems and create appropriate solutions.
1J The importance of effective communication technique (verbal and written).
5C The methods used to interact successfully with individuals of all ages and groups to provide consultation mediation, and guidance in their use of recorded knowle and information.
5D Information literacy/information competence techniques and methods, numerical literacy, and statistic literacy.
5E The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
5F The principles of assessment and response to diversity user needs, user communities, and user preferences.

to sub child pages on each page! It's like a genealogy chart, but be careful that you don't 'get lost' in a tangle of levels. In general, 3 levels is enough.

You may ask, "Where do the reflections go?" Rather than create a standalone page for those, integrate them with the experiences. But make sure they are easy to find! And that the committee can link them to the correct artifact. You will be assessed on navigation. If the assessors can't find it, they will bypass the requirement and assign it as unmet.

Collaborative projects can be included as long as you clearly describe your contributions to the project. Reflections for such artifacts should include assessment of the process of collaboration as well as the product.

Design

Professional! Investigate what makes a 'good' website design. Navigation must be clear. The evaluation team should be able to find all materials easily. Check the rubric.

Homepage

Include basic information about the purpose and identity of the ExitPortfolio. Include photos. Be careful about use of color-on-color. Choose your typefaces carefully. Arrange the items on the page with whitespace as needed for clarity. Choose templates carefully! Use the same template on all pages.

Content-Looking Back to Look Ahead

The ExitPortfolio examines work you do in the Library Science program to see if you are satisfied with your progress in attaining goals. You can identify strengths and weaknesses early on and project solutions for weaknesses (Matthews-DeNatale, 2013). If the ExitPortfolio is a narrative (telling a story), then it should include conversational writing as well as academic. Your interpretation of events is an important component. Your ability to make connections between separate events and past experiences are critical assessment points for the ExitPortfolio. The assessment committee will be examining your ExitPortfolio for this. The content is guided, not prescribed.

The content will include work samples, reflections on each work sample, mappings of your work to ALA competencies, and other professional materials.

Work Samples

Some of the work samples will be mandated; others will be your choice

Mandated Work Samples are the Key Assessments from the program

1. Reference libguides
2. Selection Assignment from Administration or Collection Development class
3. A proposeal for an Action Research project from Research class
4. Role of the Library from Librarianship class
5. Planning for user programs or lesson plans from any class
6. Censorship assignment from any class

Choice Work Samples are selected to show your strengths. Your selections should include **no more** *than* **3** *artifacts to help complete the ALA competency map.*

Reflection

Each item that you include in the ExitPortfolio requires a reflective element. See Appendix D for the reflection

questions that must be used.

ALA Competency Map

- The map lists the ALA competencies in the left column. As you add an artifact, match it to a competency and place it in the right column of the map. Appendix A.
- As you move through your classes, match assignments to the competency map. Do not place all assignments on the competency map in the ExitPortfolio. Competency map should be complete when you end the program. Artifacts that Show Me at my Best

You may add materials of your choice that you think highlight your strengths. Include an explanation (reflection) on why the item is included.

Personal Materials

You may choose materials that inform the viewer about you as a person. The viewer wants to know about you! Links to personal pages is acceptable. This is a professional ExitPortfolio, so keep that in mind.

ExitPortfolio Assessment

During Each Semester

~~~Peer Assessment~~~

Once a semester, your ill look over what you have created and offer suggestions.

~~~ExitPortfolio Advisor Assessment~~~

Once a semester, your ExitPortfolio Advisor will look over what you have created and offer suggestions. You should contact your ExitPortfolio Advisor at any time for help.

Final Assessment

~~~Committee Assessment~~~

Portfolio is assessed by a committee—2 faculty members and a member of the MAC or LSAC (appendix B). Each student will be assigned a faculty advisor for the ExitPortfolio. The ExitPortfolio is evaluated once a semester. Formative feedback will be written and sent to the student. It is the responsibility of the student to implement changes in the ExitPortfolio. The student must keep all written feedback as part of the ExitPortfolio!

~~~

Final Submission Process

Request Form

Submit the Request Form (see the Appendix) by the date specified on the form.

In the 4th week of the last semester, the student should request a conference with the committee advisor to ask questions about the completion of the ExitPortfolio.

Submit the finished ExitPortfolio in the 7th week of the last semester of enrollment. The ExitPortfolio completion form with the rubric is sent to each committee member.

Evaluation

The committee evaluates the ExitPortfolio individually with the rubric, adds comments, and then conferences to decide upon the evaluation, given in the 9th week of the semester.

Students who receive a *2 Standards not completely met, revisions needed* must make revisions that respond to the written feedback and resubmit no later than the 11th week of the semester. Graduate Studies will not accept graduation information after that date.

Students who receive a *3 Does not meet the standards* must delay graduation by one semester. They must enroll in Libs 6999 for one credit and continue to work on the ExitPortfolio. They will submit the ExitPortfolio again using the same submission process.

Appeals of the rating may be made to the program coordinator.

See the Appendices for the Rubric and the submission form

EVALUATION RATINGS

The evaluation will receive one of these ratings:

1. Standards met; no revision needed
2. Standards not completely met; revisions needed
3. Does not meet

Appendices

Appendix A: ALA COMPETENCIES table.

Foundations of the Profession

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
1A. The ethics, values, and foundational principles of the library andinformation profession.	
1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).	
1C. The history of libraries and librarianship.	
1D. The history of human communication and its impact onlibraries.	
1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.	
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.	
1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.	
1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.	
1I. The techniques used to analyze complex problems and create appropriate solutions.	
1J. Effective communication techniques (verbal and written).	
1K. Certification and/or licensure requirements of specialized areas of the profession	

Information and Resources

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.	
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de- selection.	

2C. Concepts, issues, and methods related to the management of various collections.	
2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.	

Organization of Recorded Knowledge and Information

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
3A. The principles involved in the organization and representation ofrecorded knowledge and information.	
3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.	
3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge andinformation.	

Technological Knowledge and Skills

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.	
4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.	
4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.	

Reference and User Services

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
5A. The concepts, principles, and techniques of reference and user servicesthat provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.	
5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.	
5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.	
5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.	
5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.	
5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.	

Research

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
6A. The fundamentals of quantitative and qualitative research methods.	
6B. The central research findings and research literature of the field.	
6C. The principles and methods used to assess the actual and potential value of new research.	

Continuing Education and Lifelong Learning

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.	
7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.	
7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.	
7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.	

Administration and Management

COMPETENCY	ARTIFACT THAT HELPED ATTAIN
8A. The principles of planning and budgeting in libraries and other information agencies.	
8B. The principles of effective personnel practices and human resource development.	
8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.	
8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.	
8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.	

There is a crosswalk between courses and these competencies posted at http://mtweb.mtsu.edu/kpatten/ala.xlsx

Appendix B: ALA Competencies in Course Order

6000	1A	The ethics, values and foundational principles of the library and information profession.
6000 / 6311	1B	The role of the library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
6000	1C	The history of libraries and librarianship.
6000	1D	The history of human communication and its impact on libraries.
6000	1E	Current types of library (school, public, academic, special, etc.) and closely related information agencies.
6000	1F	National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
6000	1G	The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the American with Disabilities Act), and intellectual property.
6000	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6000	1I	The techniques used to analyze complex problems and create appropriate solutions.
6000	1J	The importance of effective communication techniques (verbal and written).
6000	7B	The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
6000	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6010	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6010	1I	The techniques used to analyze complex problems and create appropriate solutions.
6010	1J	The importance of effective communication techniques (verbal and written).
6010	2B	Concepts, issues, and methods related to the acquisition and disposition or resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6010	**2C**	Concepts, issues, and methods related to to the management of various collections.
6010	**2D**	Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.
6010	4A	Information, communication, assistive, and related technologies as the affect the resources, service delivery, and uses of libraries and other information agencies.

6010	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6010	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6010	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6010	5B	Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups
6010	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6010	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6010	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6010	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6010	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6015	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6015	1I	The techniques used to analyze complex problems and create appropriate solutions.
6015	1J	The importance of effective communication techniques (verbal and written).
6015	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6015	2B	Concepts, issues, and methods related to the acquisition and disposition or resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6015	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6015	5A	The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6015	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6015	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

6015	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6020	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6020	1I	The techniques used to analyze complex problems and create appropriate solutions.
6020	1J	The importance of effective communication techniques (verbal and written).
6020	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6020	3A	The principles involved in the organization and representation of recorded knowledge and information.
6020	3B	The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
6020	3C	The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.
6020	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6020	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6060	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6060	1I	The techniques used to analyze complex problems and create appropriate solutions.
6060	1J	The importance of effective communication techniques (verbal and written).
6060	6A	The fundamentals of quantitative and qualitative research methods.
6060	6B	The central research findings and research literature of the field.
6060	6C	The principles and methods used to assess the actual and potential value of new research.
6060	8C	The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
6060	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6100	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6100	1I	The techniques used to analyze complex problems and create appropriate solutions.

6100	1J	The importance of effective communication techniques (verbal and written).
6100	2C	Concepts, issues, and methods related to to the management of various collections.
6100	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6100	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6100	7A	The necessity of continuing professional development of practitioners in libraries and other information agencies.
6100	8A	The principles of planning and budgeting in libraries and other information centers.
6100	8B	The principles of effective personnel practices and human resource development.
6100	8D	The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
6100	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6310	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6310	1I	The techniques used to analyze complex problems and create appropriate solutions.
6310	1J	The importance of effective communication techniques (verbal and written).
6310	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6310	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6310	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
6310	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6320	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6320	1I	The techniques used to analyze complex problems and create appropriate solutions.

6320	1J	The importance of effective communication techniques (verbal and written).
6320	4A	Information, communication, assistive, and related technologies as the affect the resources, service delivery, and uses of libraries and other information agencies.
6320	5B	Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups
6320	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6320	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6320	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6320	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
6320	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6320	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6330	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6330	1I	The techniques used to analyze complex problems and create appropriate solutions.
6330	1J	The importance of effective communication techniques (verbal and written).
6330	2C	Concepts, issues, and methods related to to the management of various collections.
6330	2D	Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.
6330	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6330	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6330	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6340	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6340	1I	The techniques used to analyze complex problems and create appropriate solutions.

6340	1J	The importance of effective communication techniques (verbal and written).
6340	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6340	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6340	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6340	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6340	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6550	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6550	1I	The techniques used to analyze complex problems and create appropriate solutions.
6550	1J	The importance of effective communication techniques (verbal and written).
6550	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6550	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6550	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6550	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6550	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6550	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.
6900	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.
6900	1I	The techniques used to analyze complex problems and create appropriate solutions.
6900	1J	The importance of effective communication techniques (verbal and written).
6900	4A	Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
6900	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.

6900	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6900	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6900	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6900	7A	The necessity of continuing professional development of practitioners in libraries and other information agencies.
6900	8C	The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
6900	8D	The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
6900	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.

Appendix C: MLS ADVISORY COUNCIL (MAC) 2014-2017

The Council's Mission

The MLS Advisory Council (MAC) of Middle Tennessee State University Master of Library Science provides assistance and insight to the leadership of the program so that graduates are workforce-ready practitioners who have a strong foundation in modern librarianship.

NAME	INSTITUTION	WORK ADDRESS / PHONE	EMAIL
Laurel Best	Huntsville Public Library	915 Monroe St. P.O. Box 443 Huntsville, AL 35801 (256) 532-5951	lbest@hmcpl.org
Kathryn Moisant	Oakland High School		moisantk@rcschools.net
Betty Jo Jarvis	Stones River Regional Library	2118 E. Main St. Murfreesboro, TN 37130-4009 615-893-3380	BettyJo.Jarvis@tn.gov
Leesa Harmon	Williamson County Public Library		lharmon@williamson-tn.org
Dean Bonnie Allen	MTSU—Walker Library	Walker Library, MTSU, Box 13 615 898 2772	Bonnie.Allen@mtsu.edu
Rita Shacklett	Linebaugh Public Library	Linebaugh Public Library 105 W. Vine St. Murfreesboro, TN 37130 615-893-4131, x112	rshacklett@linebaugh.org
Dr. Jessie Smith	Fisk University	Fisk University Nashville, TN 37215 615.329.8731	jcsmith@fisk.edu
Ashley Bowers	Tennessee State Library and Archives	403 7th Avenue North, Nashville, TN 37243 615.532.4628	Ashley.Bowers@tn.gov
Teresa Newton	Lawrence County Public Library	519 E. Gaines Street Lawrenceburg, TN 38464 931-762-4627	tnewton@lawcotn.org
Carlos Shivers	Madison PL / Nashville Public Library	610 Gallatin Pike S Madison, TN 37115 615-336-9620	Carlos.Shivers@nashville.gov
Catherine Stephens	Franklin Special School District	507 Highway 96 West Franklin, TN 37064	stephenscat@fssd.org
Ryan Darrow	Nashville Public Library	615 Church St Nashville, TN 37219 615-862-5769	Ryan.Darrow@nashville.gov
Peggy Gold	Moore County Public Library	P.O. Box 602 Lynchburg, TN 37352 Phone:931-759-728	mcpublclibrary@gmail.com

Appendix D: Reflection Questions

ADAPTED FROM EDUTOPIA

Every item that is added must be accompanied by a reflective statement. Choose one question from each section to answer (4 questions for EACH artifact).

Backward-Looking:

1. Have you done a similar kind of work in the past (earlier in the year or in a previous grade; in school or out of school)?
2. In what ways have you gotten better at this kind of work? In what ways do you think you need to improve?
3. Does this work tell a story?

Inward-Looking:

4. How do you feel about this piece of work? What parts of it do you particularly like? Dislike? Why? What did/do you enjoy about this piece or work?
5. What does this piece reveal about you as a learner?
6. What did you learn about yourself as you worked on this piece?
7. Find another piece of work that you did at the beginning of the year to compare and contrast with this what changes can you see? How did those changes come about? What does that tell you about yourself and how you learn?

Outward-Looking:

8. If you were the evaluator, what comments would you make about this piece? What grade would you give it? Why?
9. What the one thing you particularly want people to notice when they look at your work?
10. In what ways did your work meet the standards for this assignment? In what ways did it not meet those standards?
11. If someone else were looking at the piece, what might they learn about who you are?

Forward-Looking:

12. As you look at this piece, what's one thing that you would like to try to improve upon?

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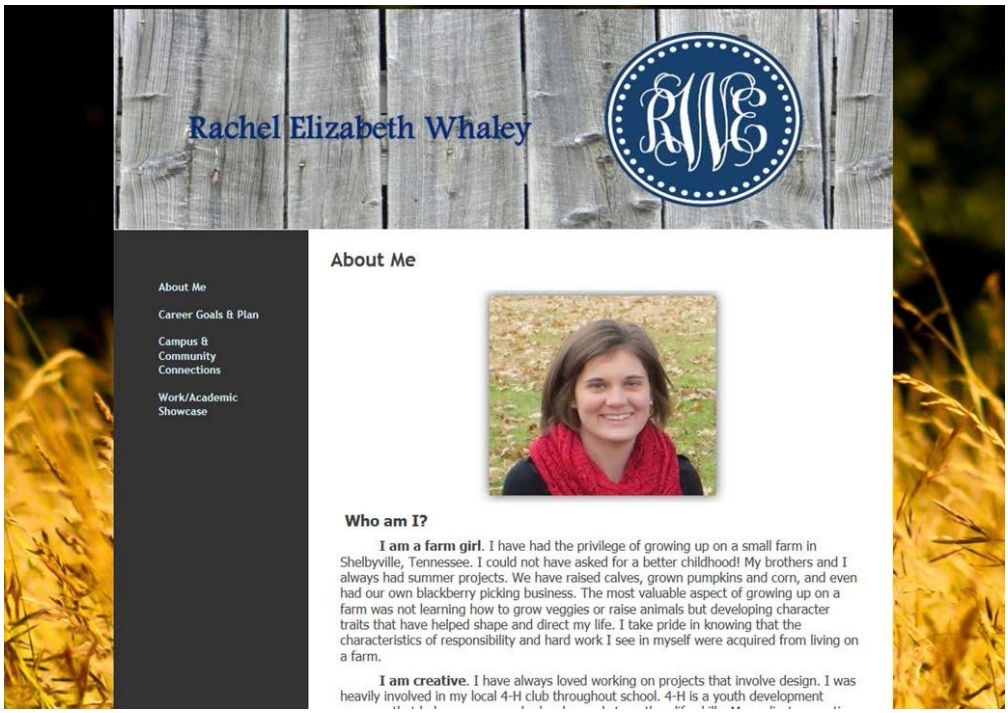
EXAMPLE from an UNDERGRADUATE



Appendix E: ExitPortfolio Final Submission

I have finished with my coursework and I respectfully request to submit my finished ExitPortfolio at the end of this semester.

Name_____M#_____

Address_____

Phone #_____

Email at MTSU _____

ExitPortfolio link_____

Signature of Committee Chair_____

Date_____

My signature_____

Date_____

Submit the following documents with this form

Degree seekers:

- The Degree Plan you submitted in your first semester
- Any revisions to the degree plan
- A copy of your transcript with the MLS courses highlighted

Non-degree seekers:

- A copy of your transcript with the MLS courses highlighted

I have re ad and understood the (check all that apply)

The ExitPortfolio Handbook
The Library Science website Graduating Page
If I am seeking the school license, the Apply for the License page, the Praxis page

Download, fill in, save, and send to Program Coordinator by the end of the applicable month

Fall by September 15 / Spring by February 15 / Summer by May 31

User's Guide for creating and maintaining your Exitportfolio

Using D2L for Your ePortfolio

MLS -- MTSU

Commented [kebh5]: All technology related standards met with the use of D2L and embedded AV in the portfoli

D2L EPORTFOLIO USER INTERFACE OVERVIEW

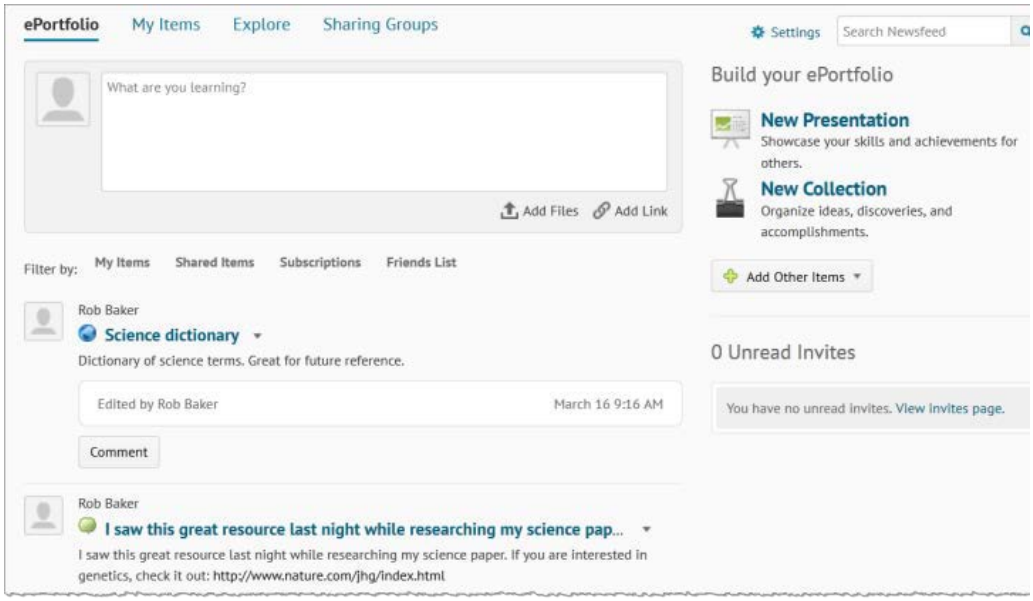


Figure 1 D2L ePortfolio Dashboard page

D2L ePortfolio is divided into 4 main pages: the Dashboard, the My Items page, the Explore page, and the Sharing Groups page.

Page	Description
D2L ePortfolio Dashboard	**The Dashboard is the main landing page for D2L ePortfolio. On the Dashboard page, you can add new content to your D2L ePortfolio, review recent activity on your items and items shared with you, and check invites from your peers.**
	The "What are you learning?" panel prompts you to record brief thoughts about a current learning experience which you can expand upon at a later date. You can also add file artifacts or a link artifact to your D2L ePortfolio or associate them with your brief reflection. When you post an item, it automatically shares with the default sharing group you specify in your D2L ePortfolio settings.

	The Announcements feed consolidates recent activity on your items and items shared with you. Your items appear in this area if they have been recently edited, commented on, or assessed. If you contribute a comment, an edit, or an assessment to another user's item, that item also appears in the Announcements feed and you can see contributions others are making to it. Filters at the top of the Announcements feed enable you to search and view specific sets of content: recent activity by ownership, people and items you've subscribed to, and items from contacts in the Instant Messages tool via the Friends List.
	The Unread Invites panel displays your recent invites, including the author of the invite, the message content, and the associated D2L ePortfolio item.
My Items	The My Items page consolidates all of your artifacts, reflections, presentations, collections, and learning objectives into a single view, enabling you to view, search, and manage all of your content from one location. On the My Items page you can: • Add D2L ePortfolio content using the New Presentation, New Collection, and Add buttons. • Bulk add items to a presentation or collection or bulk associate items with learning objectives using the More Actions button. • Perform common actions on your D2L ePortfolio items, such as view, preview (image and HTML file artifacts only), edit, copy (presentations only), delete, and share. Your D2L ePortfolio items display in a list that you can sort and filter.
Explore	The Explore page consolidates items others have shared publicly or privately with you into one view. Shared D2L ePortfolio items display in a list that you can sort and filter. On the Explore page you can: • Browse items. • Depending on your sharing permissions, view and leave comments and assessments and edit others' items. A feedback activity icon appears beside items when there is comment and assessment activity. • Click on a user's name to view all content shared from that user. • Subscribe to an item or a user. • Use the search field to find content. The search checks for matches within item titles, tags, descriptions, and owner names.
Sharing Groups	The Sharing Groups page displays all sharing groups to which you are a member. Use a sharing group to apply and save permissions for different users and groups of users. This allows you to attach the sharing group to new and existing items rather than specifying permissions for each item you create.

D2L EPORTFOLIO SETTINGS

Settings allow you to change display options and preferences for your D2L ePortfolio.

Setting	Description
Display Options	
Default list size	Select the number of items to display in your Announcements feed, My Items, and Explore lists.
Number of activities on Announcements feed items	Select the maximum number of events you want to display for each Announcements feed item.
My Modifications	Select whether to include activity you make on your own items in your Announcements eed.
Number of unread invites on dashboard	Select how many unread invites appear on your dashboard.
Item Defaults	
Item feedback	Select whether you want to allow comments or assessments by default when creating items. Note: These settings enable commenting and assessments; you still need to set permissions around who can add comments or assessments.
Default presentation theme	This area displays the current default theme for the organization. If you have permission, you can click the Manage Themes link to make edits to presentation themes and their styles. Your edits will be visible to all other users in your organization.
RSS Updates	
Feedback RSS	Notifies you when edits, comments, or assessments are made on one of your portfolio items by another user. To use RSS feeds, you must subscribe to an external RSS reader.
Ignore List	
Ask for confirmation	Select if you want to see a confirmation dialog asking if you want to ignore items from a user.

before ignoring items from users	
Ask for confirmation before restoring items from users	Select if you want to see a confirmation dialog asking if you want to restore items from a user.
Invite RSS	Notifies you when you receive an invite to view another user's item. To use RSS feeds, you must subscribe to an external RSS reader.
Sharing Settings	
Invite Delivery Method	Select Email Invitation if you want to receive an email when others invite you to view items from their D2L ePortfolio. A copy of the invite always appears on your Invites page.
Default Sharing Group	Select a default sharing group to apply to all new items in your D2L ePortfolio that meet your filter criteria. Use this option if you consistently share new items with the same group of users.

ADD A NEW PRESENTATION

Presentations let you compile D2L ePortfolio items into a web project to showcase your achievements. Your presentations can have multiple pages. Presentations provide a polished, professional medium to demonstrate your learning and accomplishments.

A banner appears at the top of every page in a presentation. The presentation title usually appears in the banner, much like a header in a book. You can include additional text in the banner as a description. The theme of the presentation controls the style of the banner, including the background and fonts used.

Themes are default style templates that give your presentations a consistent look and feel. Themes are comprised of styles which control one aspect of the design. For example, there are separate styles that control the look of titles, links, dates, and images.

- Your organization provides presentation themes, but you may be able to change some or all aspects of a theme.
- On the navbar, click ePortfolio.
- On the My Items page, click New Presentation.
- In the Properties tab, enter your presentation details. Click Save.
- In the Content/Layout tab, do any of the following:
- To add pages to your presentation, in the Pages panel, click the New page icon. Enter your page details. Click Save.

- To add content to your presentation, in a Content Area panel, click Add Component. Locate your component, select it, and click Add.
- In the Banner tab, enter your banner details.
- In the Theme tab, do any of the following:
- To edit your current theme, in the Current Theme area, click the Edit Styles icon. Make your changes. Click Save.
- To select a new theme for your presentation, in the Available Themes area, click Select > Set Theme.

Edit a presentation layout

1. On the navbar, click **ePortfolio**.

- On the **My Items** page, from the context menu of the presentation you want to edit, click Edit.
- In the Content/Layout tab, do any of the following:
- To edit where the page navigation appears, click Edit Presentation Navigation. Select your navigation option. Click Save.
- To edit where content areas appear on a page, click Edit Page Layout. Select your layout option. Click Save.
- To move an item in a content area, from the item's context menu, click Move [Up/Down/To].
- To remove an item in a content area, from the item's context menu, click Remove from Layout.
- To edit how an item appears in a content area, from the item's context menu, click Edit Display Options. Make your changes. Click Save.

D2L EPORTFOLIO COLLECTIONS

Create a new collection

- Collections are groups of artifacts, reflections, presentations, and learning objectives. An item can belong to multiple collections at the same time. For example, you can add a short story you wrote to a collection called "Fiction" as well as a collection called "Creative Writing 101" and there will only be one copy of the story (artifact).
- On the navbar, click **ePortfolio**.
- On the **My Items** page, click **New Collection**.
- Enter your collection details.
- Click **Save**.
- In the **Items in Collection** area, click **Add to Collection**.
- Click **Artifacts, Presentations, Reflections, or Learning Objectives**.
- Select the check box for every item you want to add. Click **Add**.
- Click **Save and Close**.

About assessment settings

- Enabling comments on an artifact, collection, reflection, presentation, or learning objective allows users who are viewing the item to leave feedback. Use this feature to collaborate with peers so they may comment on your work, provide constructive criticism, or point out additional resources.
- Enabling assessments for an artifact, collection, reflection, presentation, or learning objective allows users with the appropriate permissions to evaluate the item using a rubric. You must select which rubric you want used when you are being evaluated from the list provided by your organization.
- When others comment on and assess an item in your D2L ePortfolio, their feedback becomes a part of the item. You can see it below the item's details when viewing the item or through the feeds and widgets on your dashboard.

You can enable comments and assessments for all items by default or enable them individually on an item by item basis.

About editing and commenting on D2L ePortfolio items

In order to leave comments, assessments, or annotations on an item in a user's D2L ePortfolio, you must have the appropriate permissions. You can receive permissions to comment on, assess, or edit a user's work in one of two ways:

- The user gives you the appropriate permissions
- You set up a forced sharing group for users in a particular course that gives you the appropriate permissions

Encouraging users to give you permission to comment on and assess portfolio items that relate to course work is an excellent way to provide users with informal, intermittent feedback.

Submit D2L ePortfolio items to a Assignments folder

You can submit your D2L ePortfolio items to an Assignments folder in D2L Learning Environment for formal assessment. When you submit an item to a course Assignments folder, a copy of the item goes to the Assignments tool. Future changes to the item in D2L ePortfolio do not transfer to the Assignments copy.

If you submit a reflection or artifact to an Assignments folder, Quicklinks to associated items will also be included in the submission. For instance, a submitted artifact will include links to associated reflections. A submitted reflection will include Quicklinks to artifacts it is associated with.

If your item has comments and assessments on it but you don't want to include them with your Assignments submission, you must edit your item so that the **Allow others to add/view comments if they have sufficient permission** and **Allow others to add/view assessments if they have sufficient permission** check boxes are clear before you submit. This does not remove previous comments and assessments from the item itself. After you make your submission, you can select the check boxes to re-enable comments and assessments.

- On the navbar, click Assignments.
- Click the folder you want to make a submission to.
- In the Submit Files area, click Add a File.

- From the tool panel, click ePortfolio.
- Select the toggle for the item you want to add. Click Select Item.
- Click Submit > Done.

SHARING YOUR EXITPORTFOLIO

Create a sharing group

- On the navbar, click D2L ePortfolio.
- From the tool navigation, click Sharing Groups > New Sharing Group.
- Enter your sharing group details.
- Click Add Users.
- Do one of the following:
- To add individual users to the sharing group, in the Users tab, click on the users you want to add.
- To add course offerings to the sharing group, in the Courses tab, click on the course offerings you want to add.
- In the Assign Permissions area, select the permissions you want the sharing group to have.
- Click Add > Save and Close.

Sharing permissions

In order to use the comments and assessments permissions, you must make sure the comments and assessments check boxes are enabled for the item and that a rubric for assessing items has been attached to the item. These check boxes are selected by default, but it is possible to clear them (if you want to temporarily remove the ability to comment on or assess an item), and you can change the default setting so they are not selected on new items.

Permission	Description	Available For
View	Allows selected users to see your D2L ePortfolio item on the Explore page	Anyone
See comments from others	Allows selected users to see the comments other users have left on your D2L ePortfolio item	Internal users External user with personal invite
Add comments	Allows selected users to add comments on your D2L ePortfolio item	Internal users External user with personal invite
See assessments from others	Allows selected users to see rubric assessments other users have left on your D2L ePortfolio item	Internal users External user with personal invite Note: Not available for reflections
Add assessments	Allows selected users to evaluate your D2L ePortfolio item using a rubric, provided you have added a rubric to the item	Internal users External user with personal invite Note: Not available for reflections

Edit	Allows selected users to make changes to your D2L ePortfolio item, which you can track using the item's Change Log.	Internal users

About sharing D2L ePortfolio items

You can share your D2L ePortfolio items internally and externally.

Use permissions to share D2L ePortfolio items internally with other users. You can set up separate permissions options for each artifact, collection, reflection, presentation, and learning objective in your D2L ePortfolio so you can pick and choose what content you share with others. You can send invitations to internal users when you share an item with them. Sending an invitation gives you the opportunity to leave them a message about why you are sharing the item and what you'd like them to do with it. If you send an invite to a sharing group that includes all users at your organization or all users in a particular course or department, all of the users in the group will receive the invite.

You can also share D2L ePortfolio presentations externally with friends, parents, or potential employers in the following two ways:

- You can make the presentation publicly available to anyone through a URL. When you share a presentation this way people can only view the presentation. They cannot add comments, add assessments, or make edits to the presentation.
- You can send a personal invite to view your presentation via an email and the recipient can follow the attached link to view the presentation. The recipient must set up a username and password, and then they can see and add comments or assessments based on the permissions you gave them. External users cannot edit presentations.

Send an invitation to a user

- On the navbar, click **ePortfo**lio.
- On the My Items page, from the context menu of the item you want to share, click Share.
- In the Sharing List area, select the check box for every user you want to send an invitation to. If you do not see the user you want to invite in the list, click Add Users and Groups and add the user to the list.
- Click Send Invite.
- Enter your invitation details.
- Click Send > Close.

Share a presentation with specific external users

When you add an external user to your presentation using their email address, they will receive an email with a link inviting them to set up a username and password to view the presentation. The invite expires after three days (or another amount of time set by your organization).

- On the navbar, click ePortfolio.
- On the My Items page, from the context menu of the item you want to share, click Share.
- Click Add Users and Groups.
- In the Add External User by Email Address area, enter the email address for the user you want to add. Click Add.

- In the Assign Permissions area, select the permissions you want the users to have.
- Click Share > Close.

Remove sharing permissions from an item

- On the navbar, click ePortfolio.
- On the My Items page, from the context menu of the item from which you want to remove permissions, click Share.
- In the Sharing List area, do one of the following:
- To remove a user or course offering from the item, click the Remove Permissions.
- To modify a user's permissions for the item, click the Edit Permissions icon. Select or clear permissions for the user.
- Click Close.

EXITPORTFOLIO CONTENT

About creating quicklinks to D2L ePortfolio items

- You can create quicklinks to D2L ePortfolio content in the same way as other quicklinks. However, the person following the link must have that item shared with them.
- If you include a quicklink to a D2L ePortfolio item in a form, reflection, artifact, or presentation, the referenced item does not inherit permissions from the item containing the link. This means that individuals viewing an item via the quicklink must also have direct permission to view the referenced item and follow the link; otherwise, they receive an error message letting them know they do not have permission to view the item.

Import D2L ePortfolio items

You can only import D2L ePortfolio packages into your D2L ePortfolio. If you have other items you want to add to your D2L ePortfolio, you must add them individually.

- On the navbar, click ePortfolio.
- On the My Items page, from the More Actions button, click Go to Import / Export page.
- Click Import.
- Click Browse. Locate the package you want to import. Click Open.
- Click Next > Import.

Export items in your D2L ePortfolio

- On the navbar, click ePortfolio.
- On the My Items page, from the More Actions button, click Go to Import / Export page.
- Do one of the following:
- To export all items, click Export > All Items.

- To export specific items, click Export > Selected Items. Click Add Items, then select the items you want to export. Click Add.
- Click Export.
- Click the View progress of the export package link.
- In the Download File dialog that displays, click the link for your exported package.
- Save the file to your desktop.

What property changes occur when I export D2L ePortfolio items?

Property	Notes
Access Log for presentations	Does not include
Assessments	Does not include
Change Log for Edit permission	Does not include
Comments	Includes comments; does not retain commenter's name
Contents of a collection	Includes items within a collection only if you export the items at the same time
Forms	Includes form artifacts; does not include the form that the artifact is based on System fields do not maintain their values; the system generates these values based on the user that imports the form Does not maintain rubrics embedded in a form
Items associated with a reflection	Includes associated items only if you export the items at the same time
Items in a presentation	Includes items within a presentation only if you export the items at the same time
Permissions	See [item] only
Presentation layout	Navigation settings, page settings, page names, and text areas remain the same Maintains profile settings, but displays information corresponding to the user who imports the presentation
Presentation theme	Does not include presentation theme; presentations revert to the default system theme on import
Reflections associated with an artifact	Includes associated reflections only if you export the reflections at the same time
Rubrics associated with an item	Does not include
Tag lists for a collection (dynamic collections)	Does not retain tag lists; all collections become static on export

Export a presentation in HTML format

If you have the appropriate permissions, you can export presentations to HTML format directly from a presentation's context menu.

Exporting your presentation to HTML format enables you to keep a copy of your presentation in a viewable format external to the system. This is useful if you change institutions and you don't want to lose your work. Once you export your presentation to HTML, you can host it externally on your own website or save it on your computer to view offline.

You cannot import an HTML presentation back into D2L ePortfolio.

- On the navbar, click ePortfolio.
- On the My Items page, from the context menu of the presentation you want to export, click Export.
- Select Export HTML version of presentation. To include links to pages within the system, select the All system links check box. Links to pages within the system require users to log in to the system and have the appropriate permissions.
- Click Next.
- In the Download File dialog that displays, click the link for your exported package.
- Save the file to your desktop.

INSTRUCTIONS

Students will download the EXCEL file and save it.

Each student will have their own workbook of assessments

Since each student has an individual workbook, you should ask the student to fill in the top of the rubric and then create 4 copies in the workbook.

Students self-assess so we can see if they have realistic expectations.

Enter data on one of the new worksheets. Students should have renamed each worksheet to represent the date

Scores may be in decimals e.g. 2.1 or 2.5 or 3.2

Add notes for feedback.

Fill out the rubric everytime you assess a ePortfolio

Not all portions of the portfolio need assessment during the formative stages. Use NA in those cells.

Notify the student that a new assessment has been added in Google Sheets

Look for improvement (representing growth) in scores that are not 3.

Thoroughly document your comments so that we have a complete document when they exit.

Category	TARGET 3	ACCEPTABLE 2
Selection of Artifacts	☐ All artifacts and work samples are clearly and directly related to the purpose of the EXITPortfolio.	☐ Most artifacts and work samples are related to the purpose of the EXITPortfolio.
Reflections	☐ All reflections clearly describe why artifacts in the EXITPortfolio demonstrate achievement. ☐ All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives. ☐ All reflections clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term)	☐ Most of the reflections describe why artifacts in the EXITPortfolio demonstrate achievement. ☐ Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives. ☐ Most of the reflections explain growth and include goals for continued learning.
Creativity and purpose of the EXITPortfolio	☐ The EXITPortfolio serves its purpose and shows creativity. The layout and design is attractive and well thought out.	☐ The EXITPortfolio serves its purpose and shows some creativity
Ease of Navigating	☐ The document is fully hyper- linked between the index (or Table of Contents), artifacts and reflections. The index is well organized and easy to navigate	☐ Hyperlinks are organized into logical groups. Not all possible features have been employed.
Writing Conventions	☐ There are no errors in grammar, capitalization, punctuation, and spelling.	☐ There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.

AV Content	☐ All of the photographs, concept maps, spreadsheets, graphics, audio and/or video files effectively enhance understanding of concepts, ideas and relationships, create interest, and are appropriate for the chosen purpose.	☐ Most of the graphic elements and multimedia contribute to understanding concepts, ideas and relationships, enhance the written material and create interest.
	☐ Accessibility requirements using alternate text for graphics are included in the EXITPortfolio.	☐ Most of the graphics include alternate text in the EXITPortfolio.
	☐ All audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.	☐ Most of the audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.
	☐ The use of audio/video/graphics/ photographs is integrated seamlessly into several different artifacts.	☐ The use of audio/video/graphics/ photographs is included and appropriate.
TOTAL		
	Name of Evaluator	**signa**

TFOLIO-INSTRUCTORCOPY

DEFICIENT 1	SELF-RATING	INSTR-RATING
☐ Few artifacts and work samples are related to the purpose of the EXITPortfolio.		
☐ A few reflections describe why artifacts in the EXITPortfolio demonstrate achievement.		
☐ A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.		
☐ A few of the reflections explain growth and include goals for continued learning.		
☐ The EXITPortfolio serves its purpose but lacks Style		
☐ Hyperlinks from the index (or Table of Contents) are linked to the artifacts but lacks organization		
☐ There are four or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.		

☐ Some of the graphic elements and multimedia do not contribute to understanding concepts, ideas and relationships.		
☐ Some of the graphics include alternate text in the EXITPortfolio.		
☐ A few of the audio and/or video artifacts are edited with inconsistent clarity or sound (too loud/too soft/garbled).		
☐ The use of audio/video/graphics/ photographs is included but is used randomly and without purpose.		
	0	0
ıture		

Vandervelde, Joan <vanderveldej@uwstout.edu>

Wed 12/30/2015 7:35 AM

To:

Kathryn E. Boudreau-Henry;

You replied on 12/30/2015 7:42 AM.

Hi Kathryn,

Yes, absolutely, you have my permission to adapt and use the rubric for non-profit use. It is designed as a free resource for any educator.

Here's an example of the preferred credit line:

Adapted and used with permission from Joan M. Vandervelde
Original online at:
https://www2.uwstout.edu/content/profdev/rubrics/eportfoliorubric.html

Please add that information if you are placing the rubric in the course management system, on a web page, in a PowerPoint presentation or syllabus, as well as on

Have a great New Years holiday weekend!
Joan

Joan Vandervelde
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Online Professional Development
College of Education, Health and Human Sciences
University of Wisconsin-Stout
Telephone 715-642-0209

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MASTER OF LIBRARY SCIENCE

0306-NARRATIVE-OF-CHANGE-EXITPORTFOLIO

The students receive feedback twice per semester on this exit assessment. For the final submisssion, faculy have expectations the the portfolio is fully refined and shows attainment of all AASL or ALA goals and all NCATE standards. Field experience portfolios are linked within the Exit portfolios. Those are evaluated by the instructor in the field experience before the exit committee evaluates.
The reflective nature of the portfolio reveals the candidate's dispositions more deeply than any assessment requiring only technical skills. Thus, the reflections are examined most closely. Dispositions are revealed through adherence to details of submission and directives passed on in feedback.

Final evaluation of the portfolio is completed by two faculty members and one member of the MLS Advisory Council (members are practicing professional librarians). Formative assessment is completed by peers, a faculty advisor, and one member from the Library Science Alumni Council.
What is a student fails to meet the expectations? Exit from the program will be delayed for at least one semester.

STANDARD 1	Artifact 1	Artifact 2
1.e Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.		
--know their students, families, and communities;	Reflection on inclusion in assignments	Use of population characteristics in assignments that require user interaction
--use data and current research to inform their practices;	Design of program and activities	Reflection
--use technology in their practices; and support student learning through their professional services.	Wikispaces presentations	Use of Excel
1.f Candidates for other professional school roles are able to create positive environments for student learning.		
--the developmental levels of students with whom they work;	Lesson plans, title lists, library programs, inclusion of learning theory in program work	
the diversity of	Inclusion of diverse	Reflection on inclusion

students, families, and communities;	titles in activities, in choice of field experience site, accommodations in programs, etc.	in assignments

1.g Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.

	Completion of ALA standards chart	

MASTER OF LIBRARY SCIENCE

DOCUMENT 0400-CENSUS-ANALYSIS-MLS INDEX

Folder 0400 Selection Contains:

0400-CENSUS-EVALUATION-LIBS-6060-MLS-INDEX
0401-NCATE-STANDARD(S)-MET-WITH-0400-CENSUS-EVALUATION-LIBS-6060
0402-ASSESSMENT-CENSUS-EVALUATION-LIBS-6060
0403-ASSESSMENT-ANNOTATED-CENSUS-EVALUATION-LIBS-6060
0404-RUBRIC-ANNOTATED-CENSUS-EVALUATION-LIBS-6060
0406-NARRATIVE-OF-CHANGE-CENSUS-EVALUATION-LIBS-6060

MASTER OF LIBRARY SCIENCE

DOCUMENT 0401 NCATE STANDARD(S) MET WITH 0400 CENSUS EVALUATION

VISION

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

1E HAVE AN ADEQUATE UNDERSTANDING OF PROFESSIONAL KNOWLEDGE

Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.

They

- know their students, families, and communities;
- use data and current research to inform their practices;

1F STUDENT LEARNING FOR OTHER PROFESSIONALS

Candidates for other professional school roles are able to create positive environments for student learning.

They understand and build upon

- the diversity of students, families, and communities;

1G DISPOSITIONS

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.

ALA

1I The techniques used to analyze complex problems and create appropriate solutions.
1J The importance of effective communication techniques (verbal and written).
5F The principles of assessment and response to diversity in user needs, user communities, and user preferences.
8C The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

COE DISPOSITIONS

Critical thinker

Values critical thinking
Accurately interprets evidence
Draws warranted conclusions
Explains assumptions and reasons for conclusions
Follows where evidence and reasons lead
Distinguishes between relevant and irrelevant material

0402-ASSESSMENT-CENSUS-EVALUATION-LIBS-6060

CENSUS AS A RESEARCH TOOL DISCUSSION – 6%

Go to the following Web site: http://quickfacts.census.gov/qfd/index.html (just copy and paste the URL in your browser). From here, pick your home state from the 50 states in the union from the drop down box on the left side (I assume that most of you are from Tennessee, but if you're not, choose the state from whence you came to attend MTSU). On the next page, select your home county (drop down box on the upper left) from whence you came too. If you came from a town or city that has a population of greater than 25,000, find and select it in the drop down box to the right of the county box. If you cannot find your hometown, that's fine; just stick with your county.

Commented [kebh1]:

The end result is that you should have in front of you a bunch of variables from the last census in 2010 along with data in other variables that are based not only on the last census itself but on estimates calculated by the Census Bureau.

Now imagine this. You have been hired as a very high paid librarian for your city or county public library (congratulations!). You have been asked by the library's Board of Trustees to review your collection from the perspective of the data contained in the census's demographic variables. Based on the data you see in the table in front of you, what are some of the decisions that you think you need to take into consideration when you review your collection? Are there variables not in the table that you think WOULD be helpful to have for you to make your decisions? Based on your own intimate and anecdotal knowledge of your hometown's demographic profile, is there something else we should know about your hometown that is not expressed in the census data? Write up a really brief report (e.g. 100-200 words) as a reply to this original post. In the subject line of your post include the name of the city/town or county whose census data you reviewed. Most importantly, INCLUDE THE URL OF THE FINAL TABLE FROM THE CENSUS BUREAU WEB SITE YOU LOOKED AT.

When you are done, peruse through your classmates' posts. See if you can find a classmate that looked at the same demographic data that you did. Comment VERY briefly on his or her conclusions for collection building based on the data. Can't find someone who looked at the exact same data? Find someone else's post who has not had a response yet and provide him or her with some friendly and insightful feedback.

0403-ASSESSMENT-ANNOTATED-CENSUS-EVALUATION-LIBS-6060

CENSUS AS A RESEARCH TOOL DISCUSSION – 6%

Go to the following Web site: http://quickfacts.census.gov/qfd/index.html (just copy and paste the URL in your browser). From here, pick your home state from the 50 states in the union from the drop down box on the left side (I assume that most of you are from Tennessee, but if you're not, choose the state from whence you came to attend MTSU). On the next page, select your home county (drop down box on the upper left) from whence you came too. If you came from a town or city that has a population of greater than 25,000, find and select it in the drop down box to the right of the county box. If you cannot find your hometown, that's fine; just stick with your county.

The end result is that you should have in front of you a bunch of variables from the last census in 2010 along with data in other variables that are based not only on the last census itself but on estimates calculated by the Census Bureau.

Now imagine this. You have been hired as a very high paid librarian for your city or county public library (congratulations!). You have been asked by the library's Board of Trustees to review your collection from the perspective of the data contained in the census's demographic variables. Based on the data you see in the table in front of you, what are some of the decisions that you think you need to take into consideration when you review your collection? Are there variables not in the table that you think WOULD be helpful to have for you to make your decisions? Based on your own intimate and anecdotal knowledge of your hometown's demographic profile, is there something else we should know about your hometown that is not expressed in the census data? Write up a really brief report (e.g. 100-200 words) as a reply to this original post. In the subject line of your post include the name of the city/town or county whose census data you reviewed. Most importantly, INCLUDE THE URL OF THE FINAL TABLE FROM THE CENSUS BUREAU WEB SITE YOU LOOKED AT.

When you are done, peruse through your classmates' posts. See if you can find a classmate that looked at the same demographic data that you did. Comment VERY briefly on his or her conclusions for collection building based on the data. Can't find someone who looked at the exact same data? Find someone else's post who has not had a response yet and provide him or her with some friendly and insightful feedback.

Commented [kebh1]:

Commented [kebh2]: ALA 1I The techniques used to analyze complex problems and create appropriate solutions.
1J The importance of effective communication techniques (verbal and written).
5F The principles of assessment and response to diversity in user needs, user communities, and user preferences. 8C The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

Commented [kebh3]: 1e know their students, families, and communities; use data and current research to inform their practices;
1f the diversity of students, families, and communities;

Commented [kebh4]: DISPOSITIONS
Values critical thinking
Accurately interprets evidence
Draws warranted conclusions
Explains assumptions and reasons for conclusions Follows where evidence and reasons lead Distinguishes between relevant and irrelevant material

Census Evaluation Grading Rubric

CRITERIA	TARGET 3	ACCEPTABLE 2	UNACCEPTABLE 1
LIBS 6060			
Analysis	Analysis is based on research. Analysis is based on population requested in evaluation description. All questions/parts of the evaluation are addressed. Information is presented so that it is meaningful and easy to interpret.	Missing one criteria of Target	Missing more than one criteria of Target
Users	Addresses with insight community needs. Addresses how diversity in the community influences choices for materials. Census data used at fine enough level (block data) to show diversity within census tract.	Missing one criteria of Target	Missing more than one criteria of Target
Technical	URL of site is submitted correctly. No extraneous links/excessive wordiness. Census data is correctly used.	Missing one criteria of Target	Missing more than one criteria of Target

MASTER OF LIBRARY SCIENCE

0406-NARRATIVE OF CHANGE CENSUS EVALUATION LIBS 6060

The students who perform well on this assessment experience a real-life context in the use of census data for community analysis. The granularity of the data studied will depend upon the student's skill to dig into block data and not just census track data. The library of focus will change to a school library for the licensure students. "Users" = students, teachers, families in that context.

LIBS 6060 is a core course and is required before the field experience. This assessment is a foundation for other core library skills and provides practice in the study of data and drawing conclusions about a user population.
Development of collections and library services are grounded in knowledge of the user and community.

STANDARD 1	Artifact 1	Artifact 2	Artifact 3
1.e Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.			
--know their students, families, and communities;	Description of the population in the Report	Census analysis	
--use data and current research to inform their practices;	Census analysis in the Report	Discussion	Report reflection on process
1.f Candidates for other professional school roles are able to create positive environments for student learning.			
--the diversity of students, families, and communities;	Census analysis in the Report	Discussion	Report reflection on process

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DOCUMENT 0500-DISPOSITIONS MLS INDEX

Folder 0500-DISPOSITIONS Contains:

- 0500-DISPOSITIONS-MLS-INDEX
- 0501-NCATE-STANDARD(S)-MET-WITH-0500-DISPOSITIONS
- 0502-ASSESSMENT-DISPOSITIONS
- 0503-ASSESSMENT-ANNOTATED-DISPOSITIONS
- 0506-NARRATIVE-OF-CHANGE-DISPOSITIONS

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DOCUMENT 0501 NCATE STANDARD(S) MET WITH 0500 DISPOSITIONS

VISION

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

1G DISPOSITIONS

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.

Fairness and Ability of all students to learn

Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.

Their work with students, families, colleagues and communities reflects these professional dispositions.

Dispositions (Classes)

Disposition	**Unacceptable** (Exhibits the following most or much of the time) **0**	**Acceptable** (Exhibits the following most or much of the time) **1**	**Target** (Exhibits the following most of the time) **2**	**No Opportunity To Observe**
Collaborative	Unwilling or resistant to working with others; does not recognize or accept role within the group; fails to complete or is consistently late with assigned tasks; cannot articulate the purpose, scope, and outcomes of each collaboration	Willing to work with others; identifies role within the group; fulfills role expectations; finishes assigned tasks within the group on-time and thoroughly; values planning as a collegial activity; articulates the purpose, scope, and outcomes of each collaboration;	Willing to work with others; understands and seeks leadership roles within the group; values the roles of all members of the group and solicits input from all; articulates the purpose, scope, and outcomes of each collaboration;	
Reflective	Seeks quick, mechanistic solutions to topics/issues studied; undisciplined; repetitive, rigid responses to situations without considering unique variables; uses limited sources in making decisions, presenting information; does not consider the impact of actions on instruction;	Evidences curiosity about topics/issues studied; patient; disciplined; evaluates the effects of instruction; frequently demonstrates flexibility and adapts processes to incorporate new information; analyzes multiple sources of information for purposes of problem solving;	Evidences curiosity about topics/issues studied; patient; disciplined; seeks to continuously evaluate the effects of instruction; consistently demonstrates flexibility and adapts processes to incorporate new information; analyzes and synthesizes multiple sources of information resulting in creative solutions to problems;	

Disposition	Unacceptable (Exhibits the following most or much of the time) **0**	Acceptable (Exhibits the following most or much of the time) **1**	Target (Exhibits the following most of the time) **2**	No Opportunity to Observe
Professional	Frequently late or absent; not prepared for class; inaccurate or missing records; assignments are frequently late; does not follow policies and procedures; exhibits apathy; produces minimal work/frequently avoids involvement; communicates poorly with others; does not protect confidentiality of information; participates minimally in professional organizations and activities; little awareness and use of professional literature; inappropriate appearance for given situations; ignores feedback;	Maintains a satisfactory record of punctuality and attendance; is adequately prepared for class; maintains accurate and up-to-date records; completes assigned tasks on schedule; follows applicable policies and procedures; maintains confidentiality and fulfills legal responsibilities; enthusiastic; hard working; effective communicator; is aware of and participates in professional organizations; is aware of and uses professional literature; participates in professional development opportunities; maintains professional appearance appropriate to the situation; responsive to feedback;	Consistently attends class and arrives on time; thoroughly prepared for class at all times; maintains accurate and up-to-date records and uses this information for decision-making; maintains confidentiality, understands and fulfills legal responsibilities; enthusiastic; hardworking; effective communicator; participates in professional organizations and seeks leadership roles; is aware of and uses professional literature; articulates a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goals; engages in relevant professional development activities and follows through with the plan; maintains professional appearance appropriate to the situation; responsive to feedback;	

Disposition	Unacceptable (Exhibits the following most or much of the time) **0**	Acceptable (Exhibits the following most or much of the time) **1**	Target (Exhibits the following most of the time) **2**	No Opportunity to Observe
Self-directed	Makes excuses for lack of production; blames others for mistakes; depends on others for answers; waits to be told what actions to take; avoids seeking solutions to problems	Accepts responsibility for actions; seeks answers to problems independently; outlines plan of action; takes initiative in resolving problems;	Accepts responsibility for actions; seeks answers to problems independently; outlines plan of action and implements plan with modifications as necessary; assumes leadership role in solving problems; creative and resourceful	
Ethical	Decisions based on self-interest only; exhibits lack of tolerance for individual differences; does not plan instruction based on varied abilities of individuals; dishonest; presents others' work as own; is unaware of standards and policies of the profession;	Values human diversity; shows respect for the varied talents of individuals; demonstrates compassion toward others; respectful of others; sets high expectations for achievement for self and others; honest; acknowledges appropriately the work/ideas of others; aware of the standards and policies of the profession;	Values human diversity; shows respect for the varied talents of individuals; demonstrates compassion toward others; respectful of others; committed to developing the highest educational potential of individuals; honest; acknowledges appropriately the work/ideas of others; works within standards and policies of the profession;	

Disposition	**Unacceptable** (Exhibits the following most or much of the time) **0**	**Acceptable** (Exhibits the following most or much of the time) **1**	**Target** (Exhibits the following most of the time) **2**	**No Opportunity to Observe**
Critical Thinker	Interpretations of evidence is biased; fails to identify or hastily dismisses relevant counter-arguments to personal positions; ignores or minimally evaluates alternative points of view; uses fallacious or irrelevant arguments in stating personal positions; does not justify results or procedures; defends views based on self-interest or preconceptions; exhibits closed-mindedness or hostility to reasoning; bases arguments on irrelevant or erroneous evidence	Values critical thinking; accurately interprets evidence; recognizes and evaluates alternative points of view; draws warranted conclusions; explains assumptions and reasons for conclusions; follows where evidence and reasons lead; distinguishes between relevant and irrelevant material;	Values critical thinking; actively pursues opportunities to gather evidence related to problems/issues; thoroughly evaluates alternative points of view; draws warranted conclusions and is willing to test the conclusions against further evidence; consistently seeks to avoid errors in analysis of the evidence; continuously monitors sources of personal bias in reasoning; presents clear justifications for positions taken	

0503-ASSESSMENT-DISPOSITIONS-MLS

Dispositions (Classes)

Disposition	**Unacceptable** (Exhibits the following most or much of the time) **0**	**Acceptable** (Exhibits the following most or much of the time) **1**	**Target** (Exhibits the following most of the time) **2**	**No Opportunity To Observe**
Collaborative	Unwilling or resistant to working with others; does not recognize or accept role within the group; fails to complete or is consistently late with assigned tasks; cannot articulate the purpose, scope, and outcomes of each collaboration	Willing to work with others; identifies role within the group; fulfills role expectations; finishes assigned tasks within the group on-time and thoroughly; values planning as a collegial activity; articulates the purpose, scope, and outcomes of each collaboration;	Willing to work with others; understands and seeks leadership roles within the group; values the roles of all members of the group and solicits input from all; articulates the purpose, scope, and outcomes of each collaboration;	
Reflective	Seeks quick, mechanistic solutions to topics/issues studied; undisciplined; repetitive, rigid responses to situations without considering unique variables; uses limited sources in making decisions, presenting information; does not consider the impact of actions on instruction;	Evidences curiosity about topics/issues studied; patient; disciplined; evaluates the effects of instruction; frequently demonstrates flexibility and adapts processes to incorporate new information; analyzes multiple sources of information for purposes of problem solving;	Evidences curiosity about topics/issues studied; patient; disciplined; seeks to continuously evaluate the effects of instruction; consistently demonstrates flexibility and adapts processes to incorporate new information; analyzes and synthesizes multiple sources of information resulting in creative solutions to problems;	

Disposition	Unacceptable (Exhibits the following most or much of the time) **0**	Acceptable (Exhibits the following most or much of the time) **1**	Target (Exhibits the following most of the time) **2**	No Opportunity to Observe
Professional	Frequently late or absent; not prepared for class; inaccurate or missing records; assignments are frequently late; does not follow policies and procedures; exhibits apathy; produces minimal work/frequently avoids involvement; communicates poorly with others; does not protect confidentiality of information; participates minimally in professional organizations and activities; little awareness and use of professional literature; inappropriate appearance for given situations; ignores feedback;	Maintains a satisfactory record of punctuality and attendance; is adequately prepared for class; maintains accurate and up-to-date records; completes assigned tasks on schedule; follows applicable policies and procedures; maintains confidentiality and fulfills legal responsibilities; enthusiastic; hard working; effective communicator; is aware of and participates in professional organizations; is aware of and uses professional literature; participates in professional development opportunities; maintains professional appearance appropriate to the situation; responsive to feedback;	Consistently attends class and arrives on time; thoroughly prepared for class at all times; maintains accurate and up-to-date records and uses this information for decision-making; maintains confidentiality, understands and fulfills legal responsibilities; enthusiastic; hardworking; effective communicator; participates in professional organizations and seeks leadership roles; is aware of and uses professional literature; articulates a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goals; engages in relevant professional development activities and follows through with the plan; maintains professional appearance appropriate to the situation; responsive to feedback;	

Disposition	Unacceptable (Exhibits the following most or much of the time) **0**	Acceptable (Exhibits the following most or much of the time) **1**	Target (Exhibits the following most of the time) **2**	No Opportunity to Observe
Self-directed	Makes excuses for lack of production; blames others for mistakes; depends on others for answers; waits to be told what actions to take; avoids seeking solutions to problems	Accepts responsibility for actions; seeks answers to problems independently; outlines plan of action; takes initiative in resolving problems;	Accepts responsibility for actions; seeks answers to problems independently; outlines plan of action and implements plan with modifications as necessary; assumes leadership role in solving problems; creative and resourceful	
Ethical	Decisions based on self-interest only; exhibits lack of tolerance for individual differences; does not plan instruction based on varied abilities of individuals; dishonest; presents others' work as own; is unaware of standards and policies of the profession;	Values human diversity; shows respect for the varied talents of individuals; demonstrates compassion toward others; respectful of others; sets high expectations for achievement for self and others; honest; acknowledges appropriately the work/ideas of others; aware of the standards and policies of the profession;	Values human diversity; shows respect for the varied talents of individuals; demonstrates compassion toward others; respectful of others; committed to developing the highest educational potential of individuals; honest; acknowledges appropriately the work/ideas of others; works within standards and policies of the profession;	

Disposition	**Unacceptable** (Exhibits the following most or much of the time) **0**	**Acceptable** (Exhibits the following most or much of the time) **1**	**Target** (Exhibits the following most of the time) **2**	**No Opportunity to Observe**
Critical Thinker	Interpretations of evidence is biased; fails to identify or hastily dismisses relevant counter-arguments to personal positions; ignores or minimally evaluates alternative points of view; uses fallacious or irrelevant arguments in stating personal positions; does not justify results or procedures; defends views based on self-interest or preconceptions; exhibits closed-mindedness or hostility to reasoning; bases arguments on irrelevant or erroneous evidence	Values critical thinking; accurately interprets evidence; recognizes and evaluates alternative points of view; draws warranted conclusions; explains assumptions and reasons for conclusions; follows where evidence and reasons lead; distinguishes between relevant and irrelevant material;	Values critical thinking; actively pursues opportunities to gather evidence related to problems/issues; thoroughly evaluates alternative points of view; draws warranted conclusions and is willing to test the conclusions against further evidence; consistently seeks to avoid errors in analysis of the evidence; continuously monitors sources of personal bias in reasoning; presents clear justifications for positions taken	

MASTER OF LIBRARY SCIENCE

0506-NARRATIVE-OF-CHANGE-DISPOSITIONS

Specific sets of dispositions are assessed in every class. The artifacts that address dispositions are embedded in each course. The surveys are another tool for self- and instructor-assessment. The students self-assess at the end of the class. The instructor assesses dispositions through the individual assessments, the questions asked, and the adherence to course policies. For example, a student who misses and assignment or does incomplete work, is noted as lacking in several of the dispositions. Repeated occurrences may lead to an Unacceptable rating at the end of the semester. The syllabus includes a statement about dispositions being part of the grade.

The field experience uses rubrics such as edTPA to assess dispositions. The formative and summative free-writing assessments usually give indication of the student dispositions as well. The Exitportfolio includes reflection as a major component allowing faculty to discern if students truly have the needed dispositions for the profession. Since that is an exit assessment, it is critical to assess dispositions with the rubric when student start the program.
Students and instructors receive this document at the start of each semester.

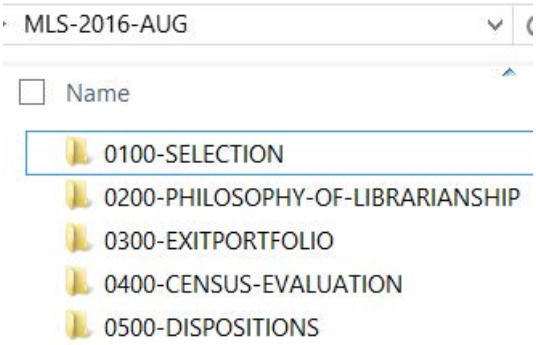
Dispositions are assessed by instructors throughout your class. You might ask how we do that. In the online classes, we evaluate based on questions like these:

- Is work turned in late (does the student ask for extension?)
- Does the student ask questions that turn out to have answers that are found with a simple Google search?
- Does the student ask questions that have answers found in documents on the course site which were not viewed? (we can check)
- Are any assignments so poorly done that we perceive a lack of interest?
- Are there any group participation instances that show lack of foresight, are inconsiderate (join late), or neglect responsibility?
- Do students regard the user in the library as the focus of their work? Do they strive to learn about the users with whom they work?
- Are the national standards acknowledged as guidelines for the work presented?
- Do students present their 'best work' at all times?
- Are comments on the ePortfolios disregarded with no evidence of progress?
- Does the student use research items that are found outside of what is provided on the course?

In TK20 the instructor can choose a 0 (Unacceptable), 1 (Acceptable), or 2 (Target). Very few 2s are assigned. 1 is what you hope to get. Anything under a 1 is deficiency that needs to be addressed.

MASTER OF LIBRARY SCIENCE

DOCUMENT-0001-SUMMARY-TABLE



0001-0-TOC-MLS
0001-1-NCATE-ALA-AASL-ALIGNED
0001-2-MLS-ASSESSMENTPLAN-NCATE
0001-3 LICENSURE-PROGRAM-OF-STUDY
0001-4 MLS-EXECUTIVE-SUMMARY

FOLDER 0100 SELECTION CONTAINS:

0100-SELECTION-MLS-LIBS-INDEX
0101-NCATE-STANDARD(S)-MET-WITH-0100-SELECTION-LIBS-6010-MLS
0102-ASSESSMENT-SELECTION-LIBS-6010-MLS
0103-ASSESSMENT-ANNOTATED-SELECTION-LIBS-6010-MLS
0104-RUBRIC-SELECTION-LIBS-6010-MLS
0106-NARRATIVE-OF-CHANGE-SELECTION--LIBS-6010-MLS

FOLDER 0200-PHILOSOPHY-OF-LIBRARIANSHIP CONTAINS:

0200-PHILOSOPHY-OF-LIBRARIANSHIP-MLS-INDEX
0201-NCATE STANDARD(S) MET WITH 0200-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-6550-MLS
0202-ASSESSMENT-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-6550-MLS
0203-ASSESSMENT-ANNOTATED-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-6550-MLS
0204-RUBRIC-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-6550-MLS
0206-NARRATIVE-OF-CHANGE-PHILOSOPHY-OF-LIBRARIANSHIP-LIBS-6550-MLS

FOLDER 0300-EXITPORTFOLIO CONTAINS:

0300-EXITPORTFOLIO-MLS-INDEX
0301-NCATE-STANDARD(S)-MET-WITH-0300-EXITPORTFOLIO-MLS
0302-ASSESSMENT-EXITPORTFOLIO-MLS
0303-ASSESSMENT-ANNOTATED-EXITPORTFOLIO-MLS
0304-RUBRIC-ANNOTATED-EXITPORTFOLIO-INSTRUCTORCOPY-MLS
0306-NARRATIVE-OF-CHANGE-EXITPORTFOLIO-MLS

FOLDER FOR 0400-CENSUS-EVALUTION CONTAINS:

0400-CENSUS-EVALUATION-MLS-INDEX
0401-NCATE-STANDARD(S)-MET-WITH-0400-CENSUS-EVALUATION-LIBS-6060-MLS
0402-ASSESSMENT-CENSUS-EVALUATION-LIBS-6060-MLS
0403-ASSESSMENT-ANNOTATED-CENSUS-EVALUATION-LIBS-6060-MLS
0404-RUBRIC-ANNOTATED-CENSUS-EVALUATION-LIBS 6060-MLS
0406-NARRATIVE-OF-CHANGE-CENSUS-EVALUATION-LIBS-6060-MLS

FOLDER FOR 0500 PRAXIS EXAM

0500-DISPOSITIONS-MLS-INDEX
0501-NCATE-STANDARD(S)-MET-WITH-0500-DISPOSITIONS-MLS
0502-ASSESSMENT-DISPOSITIONS-MLS
0503-ASSESSMENT-ANNOTATED-DISPOSITIONS-MLS
0506-NARRATIVE-OF-CHANGE-DISPOSITIONS-MLS

0001-1-NCATE-ALA-AASL-ALIGNED - M.ED. ADSU / LIBRARY SCIENCE ALIGNMENT OF NATIONAL STANDARDS WITH NCATE STANDARDS

AASL	NCATE		ALA COMPETENCIES	
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.	**STANDARD 1** Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They	Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon		
1.1a Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.		**1f.a** the developmental levels of students with whom they work;	**7C**	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
1.1b Candidates assess learner needs and design instruction that reflects educational best practice.	**1e.a** know their students, families, and communities;		**5C**	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
3.1a 3.1a Candidates identify and provide support for diverse student information needs		**1f.b** the diversity of students, families, and communities;	**5F**	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
1.1c Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.		**1f.b** the diversity of students, families, and communities;	**5F**	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
1.1d Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.	**1e.c** use technology in their practices; and support student learning through their professional services.		**5B**	Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups
3.2d Candidates model and communicate the legal and ethical codes of the profession.	**1g** Dispositions : Candidates are familiar with the professional dispositions		**1A**	The ethics, values and foundational principles of the library and information profession
3.4a Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.	**1e.b** use data and current research to inform their practices;		**1I**	The techniques used to analyze complex problems and create appropriate solutions.
5.2a Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility.	**1g** Dispositions : Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.		**1F**	National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
			1A	The ethics, values and foundational principles of the library and information profession

M.L.S. / Library Science

Standard One assessment plan (2016)

The Library Science program does not have a prescribed order of classes. By choosing assessments in classes that are taught in each semester, the program coordinator can monitor the students as they move through the program.

The following assessments are designated as key assessments for the degree. STANDARD 1 IS ASSESSED WITH THE HIGHLIGHTED ASSESSMENTS.

COURSE / ASSESSMENT	INITIAL	MID	END	TK20 RUBRIC?	SEMESTER	REPORTED TO
DISPOSITIONS	X	X	X	X	ALL SEMESTERS	PROGRAM COORD
PRAXIS II LIBRARIAN			X	X	LAST SEMESTER	PROGRAM COORD AND INSTRUCTOR
EXITPortfolio /		X	X	X	ALL SEMESTERS	PROGRAM COORD
LIBS 6060 UNDERSTANDING RESEARCH…. – CENSUS ANALYSIS		X		X	FALL / SPRING	PROGRAM COORD AND INSTRUCTOR
LIBS 6100 MANAGEMENT OF LIBRARIES – JOIN ALA AND PARTICIPATE IN LM-NET	X			X	FALL	PROGRAM COORD AND INSTRUCTOR
LIBS 6010 COLLECTION DEVELOPMENT AND USER SERVICES – COLLECTION STUDY		X			SPRING	PROGRAM COORD AND INSTRUCTOR
LIBS 6015 REFERENCE -- WEB BASED LIBGUIDES		X		X	SUMMER	PROGRAM COORD AND INSTRUCTOR
LIBS 6311 MATERIALS FOR LITERACY YOUNG ADULTS AND ADULTS -- CENSORSHIP STUDY		X		X	SUMMER	PROGRAM COORD AND INSTRUCTOR
LIBS 6550 SUPERVISED FIELD EXPERIENCE – LESSON PLANS		X	X	X	ALL SEMESTERS	PROGRAM COORD AND INSTRUCTOR
LIBS 6550 SUPERVISED FIELD EXPERIENCE -- PHILOSOPHY OF LIBRARIANSHIP			X	X	ALL SEMESTERS	PROGRAM COORD AND INSTRUCTOR
LIBS 6550 SUPERVISED FIELD EXPERIENCE --		X		X	ALL SEMESTERS	PROGRAM COORD AND INSTRUCTOR

COURSE / ASSESSMENT	INITIAL	MID	END	TK20 RUBRIC?	SEMESTER	REPORTED TO
FACULTY AND PARENT INTERVIEWS						
LIBS 6000 LIBRARIANSHIP -- ROLE OF LIBRARY	X			X	SPRING / FALL	PROGRAM COORD AND INSTRUCTOR

DATA COLLECTED BY INSTRUCTORS IN LIVETEXT
ASSESSMENT OF DATA BY PROGRAM COORDINATOR

PLAN OF ACTION FOR FAILING PERFORMANCES—PROGRAM COORDINATOR

At end of each semester, the data for that semester is examined for significance. Assessment, course or program revisions will be made and implemented before the assessment is used again.

2 assessments failed:

Students who have failed to produce Acceptable scores on 2 of the assessments will be contacted by the program coordinator. A plan of remediation will be constructed and the program coordinator or one of the instructors will follow the progress.

3 assessments failed:

The failure of a 3rd assessment will necessitate a second remediation plan in which a similar assessment is assigned.

No remediation possible after 3 assessments failed.

Note: failure of the Praxis II Librarian test is a State of Tennessee requirement for licensure. Students may obtain the degree without passing the Praxis, but cannot obtain licensure with a passing score.

REVISION PLANS FROM CONTINUOUS EVALUATION OF COURSE RESULTS

COURSE NUMBERS MAY BE THOSE USED BEFORE 2016

5160	2014 = no issues
6311	2015 = all students succeed 2016 = no issues
6550	2014 = switch to edTPa in fall ; scores remain fine. 1 student out of group failed to do required work. 2015 summer = Lesson plans revised to better detail edTPA instruction. 2016 = spring = clarification of lesson plans due to student questions 2016 summer = no changes

6610	2014 = Revision to include more interpretative readings with emphasis on analysis of literature review portions as examples
	2015 = lower scores. Complete rewrite needed for lit review portion. Working on that all spring 2016; during spring 2016 instructor will do more prep work with students. Turning in portions for feedback before lit review due.
6060	2016 fall =
6110	2015summer = Collection development assignment scores too low. Meeting with Mrs. Sanders on revision. Email questions from the time period of the assignment in 2013 and 2014 examined for clues as to failure points in instruction. Decide to revise lecture and revise assignment.
	Revise to offer detailed instruction. Assignments combined to offer 'big picture' and relationship between functions of collection development Midpoint of assignment timeframe, instructor will check learning.
6105	Revised for fall 2015 2016 = complete revision of course to emphasize instruction and ESSA added
6170	2014 = Pathfinders lectures refined to offer better instruction. All updates made summer 2015
6015	2015 = instructor illness and retirement affected instruction; course will be revised for summer 2016 2016 = switch to Libquides. Successful attainment of goals by all students.
Exit portfolio	2016 spring = initial use to prepare for fall 2016 summer = Handbook revised; posted online with instructions to use D2L 2016 fall = switch to D2L ePortfolio tool; will allow Google site to remain in use if student has already created their ePortfolio.

Program : fall 2016 statement of purpose assessment as well as GRE / GPA. Expectations (guide only) of 50th percentile in GRE and 2.75 gpa needed for unconditional admission.

MIDDLE TENNESSEE STATE UNIVERSITY

MASTER OF LIBRARY SCIENCE
WOMACK DEPARTMENT OF EDUCATIONAL LEADERSHIP

0001-3-LICENSURE-POS

I AM SEEKING LICENSURE FOR SCHOOL LIBRARIAN — FALL 2016 PROJECTED

I DO NOT HAVE A MASTERS DEGREE (MAY OR MAY NOT BE LICENSURE-SEEKING)	I HAVE A MASTERS DEGREE AND I HAVE A TEACHING LICENSE (ADD ENDORSEMENT TO LICENSE)	I HAVE A MASTERS DEGREE (NON DEGREE SEEKING) AND I DON'T HAVE A TEACHING LICENSE	I DO NOT HAVE A MASTERS DEGREE AND I DON'T HAVE A TEACHING LICENSE
8 NOT LICENSURE 12 LICENSURE 22 LICENSURE IN MED / ADSU/LIBSCI	13	N.A. INITIAL	N.A. INITIAL
CORE COURSES (15 CREDITS)	CORE COURSES (6 CREDITS)	CORE COURSES (6 CREDITS)	CORE COURSES (15 CREDITS)
LIBS 6000 Librarianship LIBS 6010 Collection Development and User Services (not MED) LIBS 6020 Organizing Library Materials LIBS 6015 Reference Materials and Process LIBS 6060 Understanding Research for Evaluation in Libraries	LIBS 6020 Organizing Library Materials LIBS 6015 Reference Materials and Process	LIBS 6020 Organizing Library Materials LIBS 6015 Reference Materials and Process	LIBS 6000 Librarianship LIBS 6010 Collection Development and User Services LIBS 6020 Organizing Library Materials LIBS 6015 Reference Materials and Process LIBS 6060 Understanding Research for Evaluation in Libraries
ADMINISTRATION COURSE (3 CREDITS)	ADMINISTRATION COURSE (3 CREDITS)	ADMINISTRATION COURSE (3 CREDITS)	ADMINISTRATION COURSE (3 CREDITS)
LIBS 6105 School Library Administration [school licensure] **OR** LIBS 6100 Management of Libraries	LIBS 6105 School Library Administration [school licensure]	LIBS 6105 School Library Administration [school licensure]	LIBS 6105 School Library Administration [school licensure]
CAPSTONE AND FIELD EXPERIENCE COURSES (9 CREDITS)	CAPSTONE AND FIELD EXPERIENCE COURSES (9 CREDITS)	CAPSTONE AND FIELD EXPERIENCE COURSES (12 CREDITS)	CAPSTONE AND FIELD EXPERIENCE COURSES
LIBS 6900 Skills and Issues in the Library LIBS 6550 Supervised Field Experience in Libraries (take twice)	LIBS 6900 Skills and Issues in the Library LIBS 6550 Supervised Field Experience in Libraries (take twice)	LIBS 6900 Skills and Issues in the Library LIBS 6511 Directed student teaching in Libraries (9 credits)	LIBS 6900 Skills and Issues in the Library LIBS 6511 Directed Student Teaching in Libraries (9 credits)
ELECTIVES (9 CREDITS)	ELECTIVES (6 CREDITS)	ELECTIVES (6 CREDITS)	ELECTIVES
LIBS 6340 Integration of Programs, Learning Theory, and Technology	LIBS 6000 Librarianship LIBS 6010 Collection Development and User Services	LIBS 6000 Librarianship LIBS 6010 Collection Development and User Services	LIBS 6340 Integration of Learning Theory, Programs, and Technology

LIBS 6310 Materials for the Literacy of Children [school licensure] LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure] LIBS 6320 Information Searching Strategies LIBS 6330 Digital Library Collections		LIBS 6340 Integration of Learning Theory, Programs, and Technology LIBS 6310 Materials for the Literacy of Children [school licensure] LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure] LIBS 6320 Information Searching Strategies LIBS 6330 Digital Library Collections	LIBS 6340 Integration of Learning Theory, Programs, and Technology LIBS 6310 Materials for the Literacy of Children [school licensure] LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure] LIBS 6320 Information Searching Strategies LIBS 6330 Digital Library Collections	LIBS 6310 Materials for the Literacy of Children [school licensure] LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure] LIBS 6320 Information Searching Strategies LIBS 6330 Digital Library Collections
I DO NOT HAVE A MASTERS DEGREE	I AM	I HAVE A MASTERS DEGREE AND I HAVE A TEACHING LICENSE (ENDORSEMENT TO LICENSE)	I HAVE A MASTERS DEGREE (NON DEGREE SEEKING) AND I DON'T HAVE A TEACHING LICENSE	I DO NOT HAVE A MASTERS DEGREE AND I DON'T HAVE A TEACHING LICENSE
—36 CREDITS = MLS		–24 CREDITS	--27 CREDITS	—39 CREDITS

MIDDLE TENNESSEE STATE UNIVERSITY

MASTER OF LIBRARY SCIENCE

001-6-EXECUTIVE SUMMARY-MASTER OF LIBRARY SCIENCE

VISION

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission

American Library Association Standards ground the MLS. The standards are aligned to NCATE standards and AASL. INTASC standards will be aligned to the ALA Standards in fall 2016. As a practitioner-based program, students are presented with contemporary problems. They identify obstacles and possible solutions. The fluidity of the profession and its underpinning of users as primary drivers are attacked in at least two key assessments--the Philosophy of Librarianship and the ExitPortfolio. With the attention now being placed on the future (ALA's The Future of the Library), all assessments must decide if the candidate is ready for the future library. Flexibility, analysis, decision-making, reflective practice are essential. All courses must include reflection on future developments in librarianship. Inclusion in selected key assessments to compare / contrast present and future directions provides the opportunity for students to attain this forward-thinking outlook.

The relationship between library users and students is one of scope only. The school community is equivalent to library users; "students" are a subset. Because the standards of CAEP / NCATE concern student learning in the P-12 schools, the MLS program is aligned with Association of American School Libraries (AASL) as well as ALA. Within each course, school licensure candidates are instructed to choose students and schools as the context. The flexibility of candidates to choose their context aligns to ALA standards. The key assessments for the MLS overlap with the previous M.Ed. since both degrees seek to create educators. All librarians are educators.

One area that will be strengthened in the MLS is the knowledge of learning theory and development. In

the M.Ed. candidates were teachers and received that knowledge in their undergraduate studies. In the MLS, that may not be the case. School licensure candidates will continue to have that background since they must hold a license to add the endorsement. Since the program believes that all librarian are educators that knowledge has to be included in the MLS. The assessments for the program are the initial choices made by faculty. As data is collected, the plan of assessment will be reviewed and revised as needed. The goal is to make the program a rigorous and valid valuation of all candidate's fitness to work with all library stakeholders.