

**Old Dominion University**  
**Darden College of Education and Professional Studies**  
**ALA/AASL School Library/Media Specialist Standards**  
**Teacher Candidate/Intern Evaluation Form**  
**Standards - Performance Evidence**

This form is to be completed during the school library candidate's internship placement.

School Library Candidate/Intern \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_

Cooperating LMS/Mentor \_\_\_\_\_

School \_\_\_\_\_ Grades \_\_\_\_\_

Check on this form the appropriate block to indicate evidence that the candidate has met the requirements of the American Association of School Librarians. Each standard is followed by its components and an explanation of the skills and knowledge at each of three levels: target, unacceptable, acceptable.

“Candidates will not necessarily meet each segment of each standard at the target level. The acceptable level is adequate in many respects, although not ideal. Elements at the target level build on and extend skills articulated at the acceptable level. Therefore, candidates are expected to master acceptable level skills in addition to target skills. Candidates may incorporate some target level skills with acceptable skills” (American Association of School Librarians, Program Standards School Library Media Preparation).

## 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.

<b>ST 1 - Component 1.1</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>
<b>Knowledge of learners and learning</b>				

### **Target**

Candidate supports the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement.

### **Acceptable**

Candidate designs instruction to address some of the diversity in in student learning styles and abilities. Information skills instruction is developed in consideration with learner interest.

### **Unacceptable**

Candidate demonstrates little or no evidence of knowledge of learner characteristics, learning processes, or exceptionalities. The link among student interests, learning, information skills instruction, and student achievement is not assessed or documented

<b>ST 1 - Component 1.2</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>
<b>Effective and knowledgeable teacher</b>				

### **Target**

Candidate designs lesson plans for library media instruction that assess learner needs, implement effective instructional methodologies, strategies, and information processes and assures that each is integral to information skills instruction. The candidate makes use of a variety of instructional strategies and assessment tools.

### **Acceptable**

Candidate designs lesson plans for library media instruction that assess learner needs and implement emerging instructional methodologies, strategies, and information processes.

### **Unacceptable**

Candidate develops lesson plans in isolation with little or no attention to instructional methodologies. Instruction exhibits limited strategies and the use of few resources. Student learning is not assessed.

<b>ST 1 - Component 1.3</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>
<b>Instructional partner</b>				

**Target**

Candidate works with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. Candidate articulates the role of the school librarian in the provision of professional development with staff. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.

**Acceptable**

Candidate models, shares, and promotes the design of integrated instruction and assessment activities with other professional colleagues. Candidate articulates opportunities and challenges to working with classroom teachers to co-plan, co-teach, or co-assess information skills instruction. Candidate promotes and encourages the use of the school library program with other colleagues in the school community to facilitate an integrated library program.

**Unacceptable**

Candidate is not able to articulate how to create an integrated library media program from an isolated school library media center.

<b>ST 1 - Component 1.4</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>
<b>Integration of 21<sup>st</sup> century skills and learning standards</b>				

**Target**

Candidate demonstrates how to integrate *21<sup>st</sup>- Century Standards* with state curriculum standards and assessments to support the learning needs of the school community. Candidate employs strategies to integrate multiple literacies with content curriculum.

**Acceptable**

Candidate employs emerging strategies to integrate 21<sup>st</sup> century literacy skills with content curriculum. Candidate delivers instruction and develops assessments that use some instructional strategies and resources to develop and enhance multiple literacies.

**Unacceptable**

Candidate demonstrates little understanding of instructional strategies and resources that support 21<sup>st</sup> century learning standards. Lessons are developed in isolation of the content curriculum and do not meet the needs of the student learner.

<b>Overall Comments and Recommendations on Standard 1:</b>

## Standard 2: Literacy and Reading

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

ST 2 - Component 2.1	Target	Acceptable	Unacceptable	Not Observed
Literature				

### Target

Candidate applies knowledge of historical and contemporary trends and multicultural issues in selecting and recommending reading material for children and/or young adults in diverse materials and formats and at levels that facilitate the reading process and development of fluency in readers.

### Acceptable

Candidate demonstrates awareness of major trends in reading material for children and youth. Candidate selects materials in multiple formats to address the needs and interests of diverse young readers and learners.

### Unacceptable

Candidate is not familiar with reading material for children and youth.

ST 2 - Component 2.2	Target	Acceptable	Unacceptable	Not Observed
Reading promotion				

### Target

Candidate uses a variety of strategies to promote leisure reading and model personal enjoyment of reading. He/she collaborates with teachers to integrate literature into curriculum.

### Acceptable

Candidate uses some strategies to promote leisure reading and integrate literature with the curriculum.

### Unacceptable

Candidate demonstrates little or no evidence of knowledge of the reading process.

<b>ST 2 - Component 2.3</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>
<b>Respect for diversity</b>				

**Target**

Candidate demonstrates the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of students and their communities.

**Acceptable**

Candidate develops a collection of reading and information resources that addresses the diverse needs and interests of users.

**Unacceptable**

Candidate demonstrates little or no evidence of the ability to develop a collection that meets the needs of all users.

<b>ST 2 - Component 2.4</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>
<b>Literacy strategies</b>				

**Target**

Candidate collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure students are able to create meaning from text. Candidate uses authentic and engaging instructional strategies that reinforce classroom reading instruction.

**Acceptable**

Candidate collaborates with other educators to reinforce classroom reading instruction through the use of a variety of reading strategies that enhance student's ability to create meaning from text.

**Unacceptable**

Candidate demonstrates little ability to promote or support reading through the use of literature.

<b>Overall Comments and Recommendations on Standard 2:</b>

### Standard 3: Information and Knowledge

Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

ST 3 - Component 3.1	Target	Acceptable	Unacceptable	Not Observed
<b>Efficient and ethical information-seeking behavior</b>				

#### Target

Candidate models a variety of effective strategies to locate, evaluate and use information in a variety of formats for diverse purposes. Candidate advocates for, models and teaches legal and ethical practices and effective use of current and relevant information processes and resources, including emerging technologies. Candidate models and promotes the tenets of privacy, confidentiality, intellectual property, and intellectual freedom.

#### Acceptable

Candidate models strategies to locate evaluate and use information for specific purposes. Candidate complies with and communicates the legal and ethical codes of the profession.

#### Unacceptable

Candidate demonstrates little or no evidence of the research process. Candidate does not differentiate user needs. Legal and ethical practices are not followed.

ST 3 - Component 3.2	Target	Acceptable	Unacceptable	Not Observed
<b>Access to information</b>				

#### Target

Candidate plans strategically to ensure physical and intellectual access to information for the entire school community through scheduling, open access and remote access to information in all formats. Candidate implements reference services, using traditional and electronic services that are comprehensive and address the needs of all users.

#### Acceptable

Candidate supports open access for the library media center and its services. Candidate identifies barriers to equitable access to resources and services. Candidate facilitates access to information in print, nonprint, and electronic formats. Candidate incorporates technology to promote efficient and equitable access to information beyond print resources.

#### Unacceptable

Candidate demonstrates little or no evidence of understanding of issues related to access to information resources or services.

<b>ST 3 - Component 3.3</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>
<b>Information technology</b>				

**Target**

Candidate models and facilitates the use of current and emerging technologies as a means for effective access, effective and creative teaching and to support students' conceptual understanding, critical thinking and creative processes and creative communication in a digital society.

**Acceptable**

Candidate assists students to use technology to access, analyze, and present to information. Candidate integrates current and emerging technologies into instruction to promote access to information resources.

**Unacceptable**

Candidate demonstrates little ability to design instruction or services that integrate technology or support equitable access to information. Candidate does not demonstrate knowledge of technology tools that facilitate the inquiry process

<b>ST 3 - Component 3.4</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>
<b>Research and knowledge creation</b>				

**Target**

Candidate uses evidence-based practice methods and research strategies to collect, interpret and use data to create new knowledge and improve practice in the school library program and to contribute and lead school improvement.

**Acceptable**

Candidate uses evidence-based practice methods to collect interpret and use data from research to improve practice in school libraries.

**Unacceptable**

Candidate demonstrates little ability to incorporate research strategies and evidence-based methods into practice.

<b>Overall Comments and Recommendations on Standard 3:</b>

## Standard 4: Advocacy and Leadership

Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

ST 4 - Component 4.1	Target	Acceptable	Unacceptable	Not Observed
<b>Networking with the library community</b>				

### Target

Candidate identifies strategies and demonstrates efforts to create connections between the school community and other community stakeholders and the larger library world of public, academic, special libraries, and information centers. Candidate participates in professional reading associations.

### Acceptable

Candidate demonstrates the potential to establish connections with stakeholders and the larger library community for resource sharing, networking, and developing common policies and procedures. Candidate articulates the role of their professional associations and journals in their own professional growth.

### Unacceptable

Candidate is unaware of the potential for benefits to the school library media program from making connections to stakeholders or the larger library community. Candidate has limited or no understanding of the role of professional associations and journals in his/her professional life.

ST 4 - Component 4.2	Target	Acceptable	Unacceptable	Not Observed
<b>Professional development</b>				

### Target

Candidate models a strong commitment to the profession by participating in professional growth and leadership opportunities and develops a robust personalized plan for ongoing professional development through multiple in person, print and virtual venues. Candidate actively contributes to education and information professional organizations and networks that address best practice in school libraries.

### Acceptable

Candidate participates in professional development opportunities to network or collaborate with other school librarians or other information professionals. Candidate utilizes information found through professional resources to improve library practice. Candidate articulates the value of professional networks and develops a personal plan for ongoing professional growth.

### Unacceptable

Candidate demonstrates little knowledge of professional development opportunities.

<b>ST 4 - Component 4.3</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>
<b>Leadership</b>				

**Target**

Candidate has a thorough understanding of current trends and issues in education and uses these to justify his/her own professional choices. Candidate translates for the school the ways in which the library program can enhance school improvement. Candidate engages in school improvement initiatives and conversations.

**Acceptable**

Candidate is able to articulate the relationship of the library program with current important educational trends and important issues. Candidate is aware of school improvement initiatives and conversations.

**Unacceptable**

Candidate is unaware of basic trends and issues in the field of education. Candidate takes a passive role in the school.

<b>ST 4 - Component 4.4</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>
<b>Advocacy</b>				

**Target**

Candidate identifies stakeholders within and outside the school community. Candidate clearly articulates the impact of the school library's resources, services and programing on student achievement with the intent of building educated supporters among stakeholders.

**Acceptable**

Candidate advocates for dynamic school library programs and builds support among stakeholders by articulating the role of the school library program's impact on student achievement.

**Unacceptable**

Candidate is not able to positively or directly advocate for the school program within the school community.

<b>Overall Comments and Recommendations on Standard 4:</b>

## Standard 5: Program Management and Administration

Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

ST 5 - Component 5.1	Target	Acceptable	Unacceptable	Not Observed
<b>Collections</b>				

### Target

Candidate demonstrates ability to select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria. Candidate uses needs assessments to develop a quality collection designed to meet diverse curricular, program, and community needs. Candidate organizes the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice.

### Acceptable

Candidate demonstrates emerging knowledge of selecting print, nonprint and electronic resources using professional selection tools and evaluation criteria. Candidate develops a collection designed to meet diverse curricular and program needs. Candidate organizes the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice.

### Unacceptable

Candidate demonstrates little knowledge of accepted library policies, procedures and practices for selecting, organizing, and using information.

ST 5 - Component 5.2	Target	Acceptable	Unacceptable	Not Observed
<b>Professional Ethics</b>				

### Target

Candidate articulates and models the responsibilities of digital citizenship including intellectual freedom, intellectual property, and the right to privacy with students, staff and the school community.

### Acceptable

Candidate addresses the responsibilities of digital citizenship with students. Candidate ensures and supports intellectual freedom, intellectual property, and the right to privacy.

Candidate evaluates policies and procedures that support the mission of the school and address specific needs of the library program, such as collection development and maintenance, challenged materials and acceptable use policies.

### Unacceptable

Candidate demonstrates little ability to understand and apply the ethical principles and standards of their profession. Candidate cannot articulate policies and procedures that support the ethical use of information and ideas.

<b>ST 5 - Component 5.3</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>
<b>Personnel, funding and facilities</b>				

**Target**

Candidate effectively utilizes, communicates with, and evaluates staff and volunteers who work in the library. Candidate plans for equitable and flexible use of the facility for individuals, small groups and whole classes. Candidate effectively uses available resources and identifies and seeks alternative sources of funding for the library media program, both within and outside the school.

**Acceptable**

Candidate applies accepted management principles and practices that relate to personnel, financial and operational issues. Candidate plans for the use of the facility for individuals, small groups and whole classes. Candidate effectively uses available sources of funding for the library media program.

**Unacceptable**

Candidate demonstrates little knowledge of effective management policies, procedures and principles. Candidate shows little knowledge of relationship of facility to program needs.

<b>ST 5 - Component 5.4</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Not Observed</b>
<b>Strategic Planning and Assessment</b>				

**Target**

Candidate is able to align the library media program with the information literacy standards and the school's goals, objectives and content standards. Candidate uses quantitative and qualitative methods of data collection and analysis and assessment and works collaboratively with others in the school community to develop short and long-range plans for the library program.

**Acceptable**

Candidate develops a library program plan that aligns resources, services and information literacy standards with the school's goals and objectives. Candidate uses data for decision-making.

**Unacceptable**

Candidate is not able to develop a plan for the library program. Candidate does not use data for decision-making.

**Overall Comments and Recommendations on Standard 5:**

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Candidate Signature \_\_\_\_\_

Clinical Faculty/Supervisor Signature \_\_\_\_\_