UNIVERSITY OF
SOUTH CAROLINA

School of Library and
Information Science

Learning Outcomes

Based on the ALA/AASL/NCATE Standards for Initial Preparation of School Librarians (2010) and the SC ADEPT Standards for
Library Media Specialists (2003)

What school librarian candidates know and are able to do when they complete the USC-SLIS preparation program

I. <u>School Library Program Planning and Assessment</u> [ADEPT Performance Standards 1 and 6]
After completing the school library program candidates will be prepared to plan and assess the library program by:
- Conducting needs assessments such as community analyses (include collection evaluation entries in your portfolio with LO III)
- Developing program mission, goals, and objectives that are connected to those of the school
- Developing long-range plans
- Developing action plans (which might be in the form of program and/or grant proposals)
- Developing a plan and procedures for assessment of the SLP
- Documenting the impact of the library program on student learning
- Demonstrating the use of a variety of research strategies and data to generate knowledge to improve practice.

II. <u>School Library Program Administration and Management</u> [ADEPT Performance Standards 2 and 5]

After completing the school library program candidates will be prepared to administer and manage the library program by:

- Developing policies and procedures for management of the SLP
- Planning, organizing, and scheduling efficient use of the school library facility and its resources
- Creating and maintaining an environment conducive to inquiry
- Using a variety of strategies to promote recreational reading for leisure and personal growth that address diverse learning styles, physical and intellectual abilities and needs
- Developing public relations and advocacy plans to promote the SLP
- Developing library program budget, participating in grant-writing and fund-raising activities
- Connecting to the larger school community and conducting outreach activities to the general community

III. <u>School Library Collection and Resource Access and Management</u> [ADEPT Performance Standard 4]

After completing the school library program candidates will be prepared to manage and provide access to library resources in and beyond the physical walls of the library to the entire school community through:

- Collection Development (collection mapping, evaluating and selecting materials and resources that reflect diversity and meet the needs of various learning styles, managing challenges)
- Resource Provision (providing access to a full range of information resources and services to support teaching and learning in a flexibly scheduled library program)
- Information Services (both traditional and electronic) that integrate emerging technologies to enhance the information, media, visual and technical literacies of P-12 students;
- Technical Services (acquiring, cataloging, processing, organizing, weeding) for print, non-print and digital collections
- Ensuring open and equitable access to information by collaborating with all members of the school community to develop solutions to physical, social and intellectual barriers to resources and services in school libraries

IV. <u>Collaboration for Instruction</u> [ADEPT Performance Standard 3]

After completing the school library program candidates will be prepared to work with teachers and other members of the school community to:

- Develop and teach lessons that address and model literacy and technology standards that enhance the information, media, visual and technical literacies of P-12 students; (including the efficient and ethical use of information) that are integrated into content area units of study
- Develop engaging lessons using a variety of instructional strategies that address students' various approaches to learning as well as their diverse learning styles, physical and intellectual abilities and needs.
- Design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.
- Evaluate lessons, units of study, and students' information literacy and technology skills
- Integrate current and emerging technologies into the curriculum including the promotion and encouragement of student and teacher use of various digital tools and resources to reinforce the skills dispositions, responsibilities, and self assessments
- Document and communicate the impact of collaborative instruction on student achievement.
- Promote books, reading, literacy, reading comprehension motivation for personal enjoyment in order to encourage creative expression
- Promote lifelong learning and the development of twenty-first century literacy skills

V. <u>Professional Growth, Development, and Leadership</u> [ADEPT Performance Standard 7]
After completing the school library program candidates will be prepared to keep up-to-date in the profession and to be leaders in their schools by:
- Joining and participating in professional organizations
- Attending professional conferences, viewing webinars, and using social media to network with the library and education community
- Reading professional journals
- Participating in school and district committees
- Articulating plans for their own professional development
- Providing professional development opportunities for teachers and other school community members
- Working as visionary curriculum leaders in their schools, districts, and in the school library profession
- Advocating for intellectual freedom and privacy, and promoting and modeling digital citizenship and responsibility.

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