

Candidate Electronic Competency Log

Name _____ Date _____

<i>Standard</i>	<i>Evidence of Component Proficiency</i>	<i>Evidence Description</i>	<i>Evidence Significance</i>	<i>Evidence Type & Link</i>
Standard A: Use of Information and Ideas				
1. Efficient and Ethical Information Seeking-Behavior				
2. Literacy and Reading				

3. Access to Information				
4. Stimulating Learning Environment				

Representative Evidence:

Lessons: Employing variety of strategies and demonstrating development of literacy skills i.e. appreciation of authors, illustrators, fiction, nonfiction, multimedia.

Documents: Demonstrating wide knowledge of children and young adult literature; showing and understanding of ethical use of materials; showing ways to effectively use ideas and information i.e. bibliographies, projects, events, promotional materials, web tutorials or website designs.

Plans: Demonstrating comprehension of programmatic issues i.e. design and use of facilities, access and use of technology, accommodations for exceptionalities, allocation of fiscal resources, policies and procedures; documentation showing an understanding of union catalog projects, interlibrary loan organizations and networks at the local, regional, state, and national levels.

Schedules: Illustrating use of the facility by the learning community.

Videotapes: Representing types of interactions i.e. reference interviews, reader’s advisory sessions, or motivational reading events.

Analysis: Of issues related to literacy i.e. literary genres, reading behaviors, electronic reading programs or current trends in reading instruction.

Pathfinders: Demonstrating information-seeking behaviors and knowledge of information process i.e. relates to a unit of study, area of personal interest or format of information.

Websites: Highlighting school library websites created by candidates that incorporate appropriate information sources, reading promotional activities, statements on policies and procedures including polices for access and ethical use.

Special event plans: Including steps to be taken before, during and after an event i.e. an author visit a reading incentive program, or school wide information literacy activity.

Posters, signs and instruction sheets: Giving instructions for access to informational databases in the library and from home, classroom and other locations.

<i>Teaching Component</i>	<i>Evidence of Component Proficiency</i>	<i>Evidence Description</i>	<i>Evidence Significance</i>	<i>Evidence Type & Link</i>
Standard B Teaching and Learning				
1. Knowledge of Learners and Learning				
2. Effective and Knowledgeable Teacher				

3. Information Literacy Curriculum				
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Representative Evidence:

Lessons: Demonstrating knowledge and use of AASL national information literacy standards; showing the candidate has an understanding of human development, learning theory and instructional design; demonstrating elements of differentiation and instructional adaptations for students with exceptionalities and incorporating authentic learning opportunities.

Documents: Showing a knowledge of information literacy standards; showing a knowledge of K-12 subject curriculum, documenting ability to plan, deliver and assess instruction for all students i.e. different learning styles, classroom content, student behavior, or exceptionalities.

Self-reflection: Showing that the candidate has imagined ways to become a catalyst in generating a spirit of inquiry within the school.

Teaching evaluations: Including self-evaluations and reflections in practice as well as a supervisor's reaction.

Project plans and evaluations: These should indicate efforts made by the candidate to generate a spirit of inquiry through the school.

Assessment tools: Measuring progress in student literacy skills, i.e. checklists, rubrics, conferencing, journaling and portfolios.

Websites: Showing that the candidate is becoming an expert in informational and curricular needs of users.

Portfolios: Including videotaped instruction and samples of student work showing successfully taught lessons demonstrating integration of information literacy skills with content area objectives.

<i>Teaching Component</i>	<i>Evidence of Component Proficiency</i>	<i>Evidence Description</i>	<i>Evidence Significance</i>	<i>Evidence Type & Link</i>
Standard C: Collaboration and Leadership				
1. Connection with the Library Community				
2. Instructional Partner				

3. Educational Leader				
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Representative Evidence:

Lessons: Showing that student lessons are collaborative taught; showing that candidates develop appropriate in-services for faculty; showing that the candidate designs authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards.

Documents: Illustrating a knowledge-base development of leadership strategies, expectations, and goals; showing that candidate reads and uses current professional journals; that the candidate interacts with professionals in other types of libraries and information centers via site visits, interviews, email correspondence and video conferencing; showing that the candidate observes and volunteers in a school library prior to the practicum.

Portfolios: Documenting professional activities including membership in professional organizations at the local, state and/or national level, attendance at conferences and workshops, and a written professional development plan.

Charts: Showing knowledge of curriculum by subject and grade level

Analysis: Demonstrating that A candidate systematically evaluates the collection using a variety of collection analysis techniques (needs assessment, curriculum mapping, standardize lists, etc).

Pathfinders: Selecting, accessing and evaluating information in all formats by subject and grade level

Self-Reflection: Showing an awareness of personal leadership style; demonstrating interactions with classroom teachers and other school professionals; showing that the candidate plans for evaluations of success in achieving goals indicating a pro-active leadership style.

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Standard D: Program Administration				
1. Managing Information Resources: Selecting, Organizing, Using				
2. Managing Program Resources: Human, Financial, Physical				
3. Comprehensive and Collaborative Strategic Planning and Assessment				

Representative Evidence:

Documents: Demonstrating knowledge of the school curriculum and of the district, state and national library and information literacy standards; demonstrating knowledge of selection sources and practice with acquisition decisions; demonstrating knowledge of cataloging, classifying and technical services; demonstrating ability to create and edit bibliographic records using MARC format for the purposes of improved local access and sharing union catalogs; documents showing that the candidate interviews and visits school library media specialists before beginning the practicum.

Plans and procedures: Illustrating comprehension of issues related to resource allocation i.e. facilities, collection development, staffing and budget; developing a program assessment that demonstrates continuing attention to meeting the information needs within the school.

Evaluations: Assessing field experience performance from both the students and the supervisor's perspective; analyzing the collection by age, subject, and appropriateness of the materiel; investigating efficient access of collection by examining subject headings, Dewey numbers and MARC records.

Program Assessment: Working with students, staff, administrators and assessing the school library media program, indicating understanding and achievement of the library media program's mission, goals and objectives; demonstrating ability to make decisions based upon systematic analysis and the use of relevant data and research.

Photos, video: Showing expertise in displays, organization, bulletin boards, charts that encourages student learning and reading.

Websites: Using technology to design and manage a program that is u-to-date, comprehensive and integrated within the school.

Self-reflection: Assessing ability to lead, collaborate and to make decisions based upon analysis.

