LIBRARY INFORMATION SPECIALIST – Competencies Self-Assessment

Date: _____________________ Circle one: Initial or Final

I am comfortably prepared [3]; somewhat prepared [2]; definitely not prepared [1] to:

STANDARD 1 – Information Access and Delivery
The library information specialist provides equitable intellectual and physical access to information and ideas in support of the curriculum for a diverse community of learners.

[3] [2] [1]
[ ] [ ] [ ] 1A. Know current and developmentally appropriate resources and the strategies for guiding the intellectual access to information
[ ] [ ] [ ] 1B. Recognize the principles of flexible and equitable physical access to information and resources at time and point of need.
[ ] [ ] [ ] 1C. Understand centralized systems for bibliographic control, materials, equipment circulation, and information distribution.
[ ] [ ] [ ] 1D. Recognize the need for policies and procedures and know strategies for developing and evaluating the collection of materials and equipment needed to support a curriculum that meets the diverse learning needs of students and teachers.
[ ] [ ] [ ] 1E. Commit to intellectual freedom and recognize legal guidelines and professional ethics in regard to information access and use.
[ ] [ ] [ ] 1F. Recognize the importance of a positive learning climate in creating appropriate and attractive environments.
[ ] [ ] [ ] 1G. Anticipate and respond effectively to requests for assistance in using ideas and information.
[ ] [ ] [ ] 1H. Work cooperatively with the technology coordinator and other educators to provide flexible access to resources, spaces, and technology systems to individuals and groups at time of need, within or outside of regular classroom hours, as appropriate.
[ ] [ ] [ ] 1I. Catalog, classify and arrange information resources in various forms and media according to recognized standards.
[ ] [ ] [ ] 1J. Maintain centralized systems for bibliographic control of materials, equipment, and electronic information distribution systems, including computer networks, and distance learning facilities.
[ ] [ ] [ ] 1K. Assure that policies on information use and distribution are reviewed and approved by appropriate governing bodies.
[ ] [ ] [ ] 1L. Create and maintain inviting, attractive physical spaces that encourage a positive learning climate.

STANDARD 2 – Information Access and Delivery
The library information specialist plans and implements the access and delivery of a full range of information resources and services through the library media program.

[3] [2] [1]
[ ] [ ] [ ] 2B. Use and implement distance learning delivery systems including computer, audio, and video conferencing, cable TV and satellite communications to instruct and inform.
[ ] [ ] [ ] 2C. Provide equitable access to multiple media resources with current and appropriate equipment for all students, staff, and the community through extended library hours before and after school.
[ ] [ ] [ ] 2D. Implement learning courses and content for students using distance learning technologies as available.
**STANDARD 3 – Teaching and Learning**
The library information specialist demonstrates knowledge and mastery of information literacy standards for student learning by creating and maintaining a program for a broad learning community.

[3] [2] [1]

3A. Understand information literacy; efficient and effective access to information; critical and competent evaluation of information; and accurate and creative use of information.

3B. Understand, encourage and promote independent learning opportunities and understands various learning styles.

3C. Understand social and ethical behavior in regard to information and information technology.

3D. Teach and demonstrate to students how to structure a search across a variety of sources and formats to locate the best information to meet a particular need.

3E. Guide the student to distinguish among facts, points of view, and opinions.

3F. Encourage and guide the student to produce and communicate information and ideas in appropriate formats using critical thinking and problem-solving skills.

3G. Provide opportunities for students to seek personal information for personal interest and self-improvement.

3H. Provide information presented creatively in a variety of formats so that a student can develop creative products in a variety of formats.

3I. Provide an environment that assists multiple learning styles.

3J. Encourage and assist the student to seek information from diverse sources, contexts, disciplines and cultures through equitable access to information.

3K. Teach and encourage the students to respect the principles of intellectual freedom, to respect copyright and intellectual property rights, and to value the responsible use of technology.

3L. Encourage collaboration with the technology specialist and others, both in person and through the use of various technologies, to design, develop, and evaluate information products and solutions.

**STANDARD 4 – Teaching and Learning** - The library information specialist encourages and engages students in reading, viewing, and listening for understanding and enjoyment. The collection and functions of the library media program support various developmental levels, physical and intellectual disabilities, special gifts and talents, diverse cultural backgrounds, and different styles of accessing and processing information.

[3] [2] [1]

4A. Know methods of collaboration with the other members of the learning community to ensure that the school library media program is able to meet the individual learning needs of students.

4B. Know literature and methodologies to provide reading, listening and viewing guidance to students and others in the learning community. These core abilities, along with writing and communication, form the basis for developing information literacy skills for today's students.

4C. Recommend appropriate resources and activities to meet individual learning needs.

4D. Collaborate with other members of the learning community to ensure the school library information program is able to meet the individual learning needs of students.

4E. Model the effective and enthusiastic use of print and non-print materials as sources of pleasure and information.

4F. Facilitate student development of information literacy skills.

4G. Provide reading, listening and viewing guidance to students and others in the learning community.
STANDARD 5 – Teaching and Learning - The library information specialist will plan and provide instruction in the five cross-disciplinary abilities as they apply to the Illinois Learning Standards.

[3] [2] [1]
[ ] [ ] [ ] 5A. Understand that the library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.
[ ] [ ] [ ] 5B. Model and promote collaborative planning and curriculum development that includes creative, effective and collaborative teaching.
[ ] [ ] [ ] 5C. Create and implement the library media program.
[ ] [ ] [ ] 5D. Contribute to the school curriculum by attending school and district curriculum meetings.
[ ] [ ] [ ] 5E. Collaborate with the classroom teachers on the creation of integrated classroom assignments and projects.
[ ] [ ] [ ] 5F. Plan and teach the latest research techniques and strategies that are applicable to the content area and assignment.
[ ] [ ] [ ] 5G. Co-teach and mentor along with the classroom teacher on projects and assignments for students.
[ ] [ ] [ ] 5H. Serve as a reference person, teacher and mentor who may help students with issues relating to learning.
[ ] [ ] [ ] 5I. Collaborate with the classroom teacher in the creation and implementation of their content-area standards, goals and visions.

STANDARD 6 – Teaching and Learning - The library information specialist is knowledgeable about information, instruction, and production-based technologies that enhance learning and teaching. He or she is knowledgeable about both the access to information and the operation of the devices that deliver, produce, and manage that information.

[3] [2] [1]
[ ] [ ] [ ] 6A. Have knowledge of selection, installation, management and maintenance of technologies applicable to the library information center and the larger learning community.
[ ] [ ] [ ] 6B. Understand how to use word processing, databases, spreadsheets, presentation software, graphics, and production software to support student learning.
[ ] [ ] [ ] 6C. Understand the importance of appropriate planning and purchasing to address software and hardware compatibility issues.
[ ] [ ] [ ] 6D. Apply effective methods and strategies for teaching the use of technology tools.
[ ] [ ] [ ] 6E. Communicate effectively with the technology specialist and other educators about learning technology needs of the students who use the library information center.
[ ] [ ] [ ] 6F. Collaborate with the technology specialist on issues of software and hardware compatibility.
[ ] [ ] [ ] 6G. Develop facility plans to include learning technology systems to meet student needs in the library information center. These include, but are not limited to video/playback production units, CD-ROM towers/servers, electronic card catalogues, and on-line reference resources.
[ ] [ ] [ ] 6H. Work with student learners assisting them with production application questions and resource analysis, for use in word processing and graphic presentations.
[ ] [ ] [ ] 6I. Collaborate with the technology specialist to plan budgets, purchases software and hardware that meet the school curriculum needs, and supports the library information center, the classroom and individual learning needs of students.
[ ] [ ] [ ] 6J. Teach the use of computers and other technology tools and the application of technology-based resources to support instruction.
**STANDARD 7 – Teaching and Learning** - The library information specialist demonstrates leadership in curricular planning and assessment.

1. Have knowledge of curriculum in all subject areas and levels, state and national learning standards, and a variety of assessment strategies.
2. Assist teachers and other educational staff in developing connections among subjects, standards, and strategies for learning.
3. Assist teachers in developing interdisciplinary connections using a variety of resources and technologies.
4. Assist teachers and learners in developing appropriate activities for assessing the effectiveness of the curriculum.

**STANDARD 8 – Communication**
The library information specialist communicates effectively with students, faculty, staff, administrators, parents and the community.

1. Be aware of a variety of strategies for communicating with various constituencies.
2. Understand the relationship between school climate and effective teaching and learning.
3. Understand the role of the central administration and the School Board in communicating the importance of the library information program in teaching and learning.
4. Recognize the role that parents play in developing lifelong learning skills.
5. Is aware of the importance of community groups in maintaining support for the library information program.
6. Use a variety of strategies to build collaborative teams for interdisciplinary teaching and learning.
7. Identify examples that demonstrate the library information program's relationship to improved student achievement.
8. Build support for the role of the library media program in teaching and learning through the effective use of influence strategies.
9. Regularly communicate to the Central Administration and the Board the involvement of the library information program in the school curriculum.
10. Maintain a positive teaching and learning climate in the library media center.
11. Involve parents in library information center activities, suggests learning activities for parents and children to do together, and uses a variety of communication devices to keep parents informed about the program.
12. Communicate with the community the relationship of library media programs to student achievement and lifelong learning for everyone.
13. Establish and maintain ties with information resources and services within the wider community.

**STANDARD 9 – Communication**
The library information specialist uses active listening skills to assist learners in accessing, evaluating, and using information.

1. Know strategies for eliciting information needs from students and other learners.
2. Be aware of developmental growth patterns of children and youth and their influence upon reference and search process.
3. Use probing questions to clarify information needs.
4. Use reflective listening strategies to help students develop metacognitive skills.
5. Use appropriate strategies to guide reference and search processes with students and learners of all ages.
STANDARD 10 – Communication

The library information specialist plans instruction collaboratively with teachers and other members of the learning community.

[3] [2] [1]

10A. Be aware of elements essential to collaborative work, including time, trust, climate, resources.

10B. Know the differences among coordination, cooperation, and collaboration.

10C. Establish effective interpersonal relationships that demonstrate an understanding of curriculum objectives, effective listening and negotiation of responsibility for activities.

10D. Participate in collaborative planning of interdisciplinary instruction and uses the level of involvement appropriate to the learning activity and goal.

STANDARD 11 – Communication

The library information specialist serves as an educational leader and as a catalyst for improving the learning community.

[3] [2] [1]

11A. Understand the structure of the school learning community and the leverage points for influence.

11B. Understand the process of reforming educational systems and structures and the needs of the individual in relation to these processes.

11C. Understand the variety of motivational, coaching, and guidance strategies necessary to assist school reform efforts.

11D. Use knowledge of school mission, goals and policies, along with their structure and culture to advocate for necessary change.

11E. Participate as a partner and change agent in curriculum development at the building and district levels.

11F. Demonstrate leadership in evaluating the effectiveness of the library media program in improving teaching and learning.

STANDARD 12 – Administration

The library information specialist plans and efficiently administers a program that makes a significant contribution to student learning. He or she leads, collaborates, and applies technology skills to design and manage a program that is integrated into the school curriculum and supports the development of effective users and communicators of ideas and information within a lifelong, independent learning process.

[3] [2] [1]

12A. Provide an effective library resource program that supports the mission, goals, and objectives of the school.

12B. Establish, maintain, and supervise the school's library resource program and library information program support personnel.

12C. Stay current with new information and trends in technologies and dissemination strategies to effectively plan, implement and assess the effectiveness of the school's library information program.

12D. Develop and implement a mission statement, goals, objectives, policies, and procedures that reflect the mission, goals and objectives of the school.

12E. Organize information resources that align the library information program and information literacy standards for student learning with the school's goals and integrate these standards into the curriculum.

12F. Use collaboration strategies that encourage administrators and teachers to integrate the library information program into the school's instructional program.
12G. Report the results of program assessment on a regular basis to teachers, students, administrators, and other community members.

12H. Participate on the school's curricular decision-making body.

12I. Analyze instructional and technological requirements and other features of the school to recommend appropriate staffing and training necessary to meet the learning and information needs of the students, and to ensure the effectiveness of the program.

12J. Collaborate and communicate with all staff and the technology specialist to identify and use the full range of learning technologies required to meet students' information needs.

12K. Provide equitable access for staff, students, and the community to the school library information center as needed to support the integration of the information literacy standards for student lifelong learning.

12L. Administer a program that provides for learning experiences utilizing technology and resources accessed in classrooms or other locations outside of the library information center. Assist teachers and students in finding, evaluating, and developing these additional resources.

12M. Supervise support staff, plan for and implement an effective program that is fundamental to student learning, and is based upon the school's instructional programs, services, facilities, size and numbers of students and teachers.

12N. Supervise, schedule and administer all aspects of the operation of the school library information program.

12O. Develop a budget and locate sources of funding that provide for purchasing and upkeep of all resources required for an effective school library information program.

12P. Plan, develop and maintain a management system for print and non-print resources, equipment and other learning technology resources that are inventoried and circulated through the library information center.

12Q. Participate on committees charged with developing and implementing strategic plans for the school, including school improvement plans, technology plans and curriculum development plans.

12R. Update personal competencies in information literacy, learning and teaching, information access and delivery, technology utilization, and administration and supervision.

12S. Model continuous learning through activities such as membership in district, regional, state and national organizations, which support library information programs, and participation in staff development programs.

12T. Use the results of quantitative and qualitative data analysis to make decisions and develop plans and policies for the continuous improvement of the school's library information program.

12U. Develop action plans in conjunction with the technology specialist to accommodate changes in critical areas such as the utilization of new resources and technologies.