

## SLIS Course Objectives and Assessments/SLOs in Relation to AASL Standards

This table illustrates the relationship of selected specific course objectives and assessments to AASL Standards. The relationships listed here are intended to be representative, not exhaustive.

AASL Standards	Course objective(s)	Assessments/SLOs
<p><b>I. Teaching for Learning</b> 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.</p>		
<p><b>1.1 Knowledge of Learners and Learning</b> Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. 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. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.</p>	<p><b>501. Reference and Information Sources.</b> Understand and articulate concepts, principles, techniques of reference and user services that provide access to relevant, accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader's advisory, user instruction.</p> <p><b>636. Foundations of Librarianship.</b> <b>1.</b> Discuss the mission and roles played by a particular type of library in a diverse community. <b>2.</b> Understand how this type of library provides multicultural library services to the community.</p>	<p><b>LIS 501:</b> Reference Interview Role-Playing; Reference Interview Evaluation</p> <p><b>LIS 636:</b> Assigned Readings, Participation in Chats, Discussion Board on Mission and Roles of Libraries</p>
<p><b>1.2 Effective and Knowledgeable Teacher</b> Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. 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. Candidates can document and communicate the impact of collaborative instruction on student achievement.</p>	<p><b>501. Reference and Information Sources.</b> Concepts, principles, and techniques of reference and user services that provide access to relevant, accurate recorded knowledge and information to individuals of all ages and groups including but not limited to reference interview, reader's advisory, and user instruction.</p> <p><b>516. Technology in the School Library.</b> Utilize a variety of media to perform presentations, teaching, and demonstration activities, including the use of software and student interactive media; demonstrate ability to use information technologies to communicate effectively.</p>	<p><b>LIS 501:</b> Evaluation of Online Tutorials; Creation of Online Pathfinder; Reference Interview Role-Playing; Bibliographic Instruction Podcast</p> <p><b>LIS 516:</b> Webquest, field experience journal and report, e-Portfolio</p>

<p><b>1.3 Instructional Partner</b> Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.</p>	<p><b>508. School Libraries.</b> Be able to describe an effective library program, including teaching information skills, developing public relations, working cooperatively with others responsible for student welfare and achievement.</p> <p><b>605. Library Management.</b> Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development.</p>	<p><b>LIS 508:</b> Policy manual, field experience journal and paper, discussion boards</p> <p><b>LIS 605:</b> Position Description, Resume Assignment, Participation in Chats and Discussion Board</p>
<p><b>1.4 Integration of Twenty-First Century Skills and Learning Standards</b> 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 <i>Standards for the 21st-Century Learner</i> and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. 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.</p>	<p><b>516. Technology in the School Library.</b> 1. Utilize a variety of media to perform presentations, teaching, and demonstration activities, including the use of software and student interactive media. 2. Provide assistance and guidance in the use of print and technological resources, with particular attention to the issues of servicing a multicultural and diverse population; demonstrate ability to use information technologies to communicate effectively.</p>	<p><b>LIS 516:</b> Webquest, e-Portfolio, field experience journal and report</p>
<p><b>2. Literacy and Reading</b> 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.</p>		
<p><b>2.1 Literature</b> Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.</p>	<p><b>517. Children's Literature and Related Media.</b> Students will demonstrate a basic knowledge of: 1) the wide array of literature available for children; 2) critical evaluation of books children read.</p>	<p><b>LIS 517:</b> Assigned and Free Reading Choices; Book Critiques; Discussion Posts</p>

	<p><b>518. Young Adult Literature and Related Media.</b> Students will demonstrate a basic knowledge of: 1) the wide array of literature available for young adults; 2) critical evaluation of books young adults read.</p>	<p><b>LIS 518:</b> Teen Life journal, class discussion, final exam, discussion boards</p>
<p><b>2.2 Reading Promotion</b> Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.</p>	<p><b>517. Children’s Literature and Related Media.</b> Students will demonstrate a basic knowledge of: strategies to use with children to encourage a lifelong joy of reading</p> <p><b>518. Young Adult Literature and Related Media.</b> Students will demonstrate a basic knowledge of: strategies to use with young adults to encourage a lifelong joy of reading</p>	<p><b>LIS 517:</b> Lesson Plan or Library Activity, Booktalking, Storytime</p> <p><b>LIS 518:</b> Book circle assignment, Literature project</p>
<p><b>2.3 Respect for Diversity</b> Candidates demonstrate 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 P-12 students and their communities.</p>	<p><b>511. Collection Development and Management.</b> Gather and analyze data relating to the information needs of a service community.</p> <p><b>517. Children’s Literature and Related Media.</b> Students will demonstrate a basic knowledge of multicultural materials for children.</p> <p><b>518. Young Adult Literature and Related Media.</b> Students will demonstrate a basic knowledge of multicultural materials for young adults.</p>	<p><b>LIS 511:</b> Community Analysis paper</p> <p><b>LIS 517:</b> Assigned and Free Reading Choices; Media Evaluation Posts</p> <p><b>LIS 518:</b> Teen Life journal, class discussions, final exam; discussion board</p>
<p><b>2.4 Literacy Strategies</b> Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure PK-12 students are able to create meaning from text.</p>	<p><b>508. School Libraries.</b> Be able to describe an effective library program, including teaching information skills, developing public relations, and working cooperatively with others responsible for student welfare and achievement.</p>	<p><b>LIS 508:</b> Policy manual, field experience journal and paper</p>
<p><b>3. Information and Knowledge</b> 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.</p>		

<p><b>3.1 Efficient and Ethical Information-Seeking Behavior</b> Candidates identify and provide support for diverse student information needs. Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.</p>	<p><b>511. Collection Development and Management.</b> Describe the relationship of copyright laws to collection development.</p> <p><b>516. Technology in the School Library.</b> Be conversant with the essential aspects of confidentiality. Copyright, and security in using media resources, computer records, and related systems</p>	<p><b>LIS 511:</b> Class discussion</p> <p><b>LIS 516:</b> Copyright assignment, class discussion</p>
<p><b>3.2 Access to Information</b> Candidates support flexible, open access for library services. Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and digital formats. Candidates model and communicate the legal and ethical codes of the profession.</p>	<p><b>508. School Libraries.</b> <b>1.</b> Be able to describe an effective library program, including teaching information skills, developing public relations, working cooperatively with others responsible for student welfare and achievement; <b>2.</b> Develop administrative policies, procedures, short and long-range plans, including budget and technology plans, for library operation, evaluation.</p> <p><b>516. Technology in the School Library.</b> Provide assistance and guidance in the use of print and technological resources, with particular attention to the issues of servicing a multicultural and diverse population.</p>	<p><b>LIS 508:</b> Field experience journal, report; Policy Manual</p> <p><b>LIS 516:</b> Webquest, lesson portfolio, field experience journal and report</p>
<p><b>3.3 Information Technology</b> Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.</p>	<p><b>508. School Libraries.</b> Demonstrate and describe ways to utilize computers in management, programming, and information access.</p> <p><b>516. Technology in the School Library.</b> <b>1.</b> Provide assistance and guidance in the use of print and technological resources, with particular attention to the issues of servicing a multicultural and diverse population; <b>2.</b> Utilize a variety of media to perform presentations, teaching, and demonstration activities, including the use of software and student interactive media; <b>3.</b> Be conversant with the essential aspects of confidentiality. Copyright, and security in using media resources, computer records, and related systems</p>	<p><b>LIS 508:</b> Policy manual; RSS/Blog paper; Field experience journal and paper; Research paper</p> <p><b>LIS 516:</b> Webquest, lesson portfolio, field experience journal and report, copyright assignment</p>

<p><b>3.4 Research and Knowledge Creation</b> 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.</p>	<p><b>651. Fundamentals of Information Science.</b> Demonstrate the ability to apply bibliometric methodology as an evaluative tool in research.</p> <p><b>668. Research Methods in LIS.</b> Demonstrate an ability to identify and apply appropriate research methodology to specific problems in library and information science.</p> <p><b>695. Master’s Research Project.</b> Demonstrate understanding of the role of research in field of LIS through completion of a quality research report appropriate to the field.</p>	<p><b>LIS 651:</b> Bibliometric Research Paper</p> <p><b>LIS 668:</b> Research Proposal</p> <p><b>LIS 695:</b> Original Research Project</p>
<p><b>4. Advocacy and Leadership</b> 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.</p>		
<p><b>4.1. Networking with the Library Community</b> Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.</p>	<p><b>501. Reference and Information Sources.</b> The concepts, principles, techniques of reference and user services that provide access to relevant, accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader’s advisory, user instruction.</p> <p><b>605. Library Management.</b> Demonstrate an understanding of the effects of technology on communication and organizational structures.</p>	<p><b>LIS 501:</b> Evaluation of Online Tutorials; Creation of an Online Pathfinder; Reference Interview Role-Playing; Reader’s Advisory Role-Playing; Bibliographic Instruction Podcast.</p> <p><b>LIS 605:</b> Written analyses of articles from professional management literature; Virtual Classroom, Discussion Board</p>
<p><b>4.2 Professional Development</b> Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth.</p>	<p><b>508. School Libraries.</b> Identify professional organizations and literature relevant to school librarians and articulate the importance of those organizations and literature in continuing professional growth.</p>	<p><b>LIS 508:</b> Group project</p>

	<p><b>605. Library Management.</b> Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development.</p>	<p><b>LIS 605:</b> Position Description, Resume Assignment, Participation in Chats and Discussion Board</p>
<p><b>4.3 Leadership</b> Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice, information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.</p>	<p><b>605. Library Management.</b> Demonstrate an understanding of the importance of effective and ethical leadership and of the political ramifications of management decisions</p>	<p><b>LIS 605:</b> Written analyses of articles from the professional management literature; Chats, Discussion Board</p>
<p><b>4.4 Advocacy</b> Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services.</p>	<p><b>508. School Libraries.</b> Be able to describe an effective library program, including teaching information skills, developing public relations, working cooperatively with others responsible for student welfare and achievement.</p> <p><b>605. Library Management.</b> Demonstrate an understanding of how to effectively negotiate management issues such as funding and how to effectively market library services</p>	<p><b>LIS 508:</b> discussion board; policy manual</p> <p><b>LIS 605:</b> LIS-related Grant Proposal; Development and justification of an Operating Budget</p>
<p><b>5. Program Management and Administration</b> 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.</p>		
<p><b>5.1 Collections</b> 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. Candidates organize</p>	<p><b>505. Cataloging and Classification.</b> <b>1.</b> Apply basic descriptive and subject cataloging rules and concepts; <b>2.</b> Exhibit elementary competency in creating original catalog entries and proper access points in MARC format.</p>	<p><b>LIS 505:</b> Exercises, Quizzes, Midterm and final exams; Discussion board</p>

<p>school library collections according to current library cataloging and classification principles and standards.</p>	<p><b>511. Collection Development and Management.</b>  <b>1.</b> Gather and analyze data relating to the information needs of a service community; <b>2.</b> Identify and evaluate the various literature reviewing sources; <b>3.</b> Identify and apply criteria appropriate for evaluating and selecting resources in all formats and for a variety of patrons' informational needs.</p>	<p><b>LIS 511:</b> Community Analysis paper; Reviewing sources paper; Collection Development Policy; Weeding assignment</p>
<p><b>5.2 Professional Ethics</b>  Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas</p>	<p><b>518. Young Adult Literature and Related Media.</b>  Students will demonstrate a basic understanding of issues involved in censorship of materials for young adults</p> <p><b>508. School Libraries.</b>  Describe legal requirements (such as copyright) and professional standards (such as access to information) that affect administration of the library.</p>	<p><b>LIS 518:</b> Class discussion, Articles on issues paper, Discussion board</p> <p><b>LIS 508:</b> Policy manual; discussion board</p>
<p><b>5.3 Personnel, Funding, and Facilities</b>  Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.</p>	<p><b>508. School Libraries.</b>  <b>1.</b> Develop administrative policies, procedures, short and long-range plans, including budget and technology plans, for school library operation and evaluation; <b>2.</b> Design library facilities that will create an environment in which a school library can effectively operate; <b>3.</b> Demonstrate knowledge of effective management principles in school library administration.</p> <p><b>605. Library Management.</b>  Demonstrate understanding of practical implementation of management theory related to program planning, goal-setting, implementation and evaluation; budgeting and fiscal management.</p>	<p><b>LIS 508:</b> Policy Manual; Floorplan analysis and paper; Field experience journal and report</p> <p><b>LIS 605:</b> Written analyses of articles from professional management literature; LIS-related Grant Proposal; Development, justification of an Operating Budget</p>
<p><b>5.4 Strategic Planning and Assessment</b>  Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.</p>	<p><b>511. Collection Development and Management.</b>  Gather, analyze data relating to information needs of a service community.</p> <p><b>508. School Libraries.</b>  Develop administrative policies, procedures, and short and long-range plans, including budget and technology plans, for the operation and evaluation of the school library.</p>	<p><b>LIS 511:</b> Community Analysis Paper</p> <p><b>LIS 508:</b> Policy Manual</p>