Self-Assessment Guidelines for the
School Library Media Specialist's Role in Reading

Guidelines	Possible Action Plan	Sample Evidence for Learning Outcomes
Do the learners…?		
develop comprehension, analysis and evaluation skills for print and digital formats?	Collaborate to teach reading comprehension strategies using print and digital media.	K-W-L charts; digital K-W-L charts Interpretation of print and images; visualization of text; Wordle: http://www.wordle.net/create; Wordsift: http://www.wordsift.com/ Sticky notes/Wall Wisher: http://www.wallwisher.com (electronic version of sticky notes) Mind, concept mapping/Wonder Wheel (Perform Google search; click "show options"; click Wonder Wheel. Converts keywords in Google search results list to mind maps.)
have opportunities to read for information?	Collaborate to teach curriculum-based inquiry units.	Graphic organizers for references, mapping: Kidspiration; Inspiration; Webspiration: http://www.mywebspiration.com/
have opportunities to read for pleasure?	Develop summer reading web site; literature circles; book clubs	Reading responses (journals/blogs); Student-generated booktalks/digital booktalks; podcasts; vodcasts; VoiceThread: http://voicethread.com/
assess or build and use background knowledge?	Define background knowledge as personal interests, experiences and relationships. Help build background knowledge if needed.	Brainstorming with student groups as a pre-reading activity to activate background knowledge and choose five important ideas ; visualization activity to help students form their own visuals in response to oral descriptions; K-W-L charts; digital K-W-L charts; make connections: text-to-self; text-to-text; text-to-world.
pose and answer questions appropriate to the task?	Model questioning the author; moderate a blog for processing the assignment.	Explain thin and thick questions; collaboratively write, edit, and revise using a wiki; peer review. Practice question/answer relationships.
make predictions?	After reading text aloud, ask students to anticipate and predict what they will learn from the text: What happens next? Use picture books for older readers.	Use context clues, text evidence; interpretation of images to comprehend text or plot
make inferences?	Demonstrate ways to analyze text, e.g., compare and contrast (What's the same? What's different?) Combine evidence in the text with background knowledge to read "between the lines."	Venn diagrams; blogs; identify bias; identify themes; relevance and significance
determine importance?	Establish a purpose for reading. Analyze text formatting (e.g. subheadings) and structure.	Map the main idea and supporting details

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Do the learners…?		
monitor gaps and regain comprehension?	Raise consciousness about breakdown of comprehension and gaps in information, and use of strategies to regain comprehension.	Double-entry journals; self-monitoring graphic organizers; self-reflection
determine authority and accuracy of information?	Raise awareness of author's credentials, misinformation, and disinformation.	Determine bias; critique bogus sites; evaluate sources using teacher-generated and student-generated criteria.
analyze information?	Explore ways to analyze information including chronological, cause/effect, problem/solution, pros/cons, inform/persuade, and more.	Analysis of visuals using reflection sheets that guide students' analysis of pictures that relate to the targeted text Use timelines, flow charts, t-charts, Venn diagrams; revisit the purpose for reading; compare with prior knowledge
evaluate information?	Develop criteria to evaluate text around its purpose.	Question the author; sticky notes to help interact with and questions the text.
synthesize new knowledge from multiple resources?	Use recall and summary to scaffold activities that lead to synthesis	Make connections: text-to-self; text-to-text; text-to-world. Interpret ideas and information; consider conflicting ideas and information; demonstrate, produce, present new understandings
Do I…?		
model and collaboratively teach reading comprehension strategies?	Post and coteach reading strategies. Provide teachers with PD; Aim for equity in instruction. Track instruction by grade, subject area, skills targeted;	Students speak or write about what they know at the beginning, middle and end of the unit. Students participate in a culture of reading that includes books and media, as well as alternative texts. Every student has the opportunity to learn reading strategies and apply them in the classroom and the library. Students practice metacognition while using reading to learn and reflect on their learning process.
co-design, co-implement, and co-evaluate interdisciplinary lessons and units of instruction that result in increased student learning?	Provide reading-related assured experiences for each level and in every discipline.	Student outcomes are evidenced through portfolios or other measures of a continuum of learning across grade levels and disciplines.
have deep knowledge of authentic reading materials in all genres and formats?	Read eclectically; read reviews; stay current in print and non-print resources.	Students and classroom teachers choose books and resources, with the help of the LMS, that engage them and want them to read and use "more books (resources) like this one."

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Does my program serve as a hub of literacy learning in the school by…?		
providing non-restricted access to varied, high quality reading materials and responsive collection development to meet curricular and diverse needs?	Follow a selection policy; Seek input from school community for selection; publicize acquisitions in multiple venues; integrate library resources into classroom curricula.	Students use the collection for academic and personal reading. Teachers use the collection in their curriculum and for professional and personal development.
taking a leadership role in organizing and promoting literacy projects and events that engage and motivate learners to become lifelong readers?	Provide professional development; partner with classroom teachers to make decisions about reading instruction and initiatives and interdisciplinary experiences.	Learners participate in library events and programs and recognize that reading is a lifelong skill and is essential to their learning.
engaging in evidence-based classroom and library collaborative instruction, using research in librarianship, reading, English-language arts, and educational technology to maximize student learning?	Read the research; share it with teachers; make teaching decisions that are informed by evidence; participate in professional development.	Within the inquiry process students assess and use reading comprehension strategies. The skills identified in the Standards for the 21st-Century Learner align with the reading process. Learners benefit from examining evidence of their progress that includes opportunities to engage in peer assessment and self-assessment. This evidence is feedback that gives them the chance to revise while it provides educators with data to adjust instruction. Educators improve their practice by basing subsequent instruction on student outcomes.
providing opportunities for planned and spontaneous library use at the point of need?	Provide access to the library before and after school and during lunch; allow for flexibility in scheduling and unplanned library use.	Learners exhibit enthusiasm for the library as part of their social, intellectual, and personal growth. They display intellectual behaviors that transfer to future academic pursuits and lifelong library use. The learning community views the library as a hub of the school.