

ALA/AASL NCATE Standards – PRAXIS Topics Alignment Chart

Standard 1: *Use of Information and Ideas*

School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

ALA/AASL NCATE Standards	PRAXIS Topic	PRAXIS Topic Detail
Efficient and Ethical Information-Seeking Behavior	III. Info Access & Delivery	<ul style="list-style-type: none"> • Knowledge of information resources and their uses, both book and non-book, including electronic • Knowledge of the information retrieval processes: search strategies, evaluative techniques • Ethical and legal concerns • Code of ethics
Literacy and Reading	III. Info Access & Delivery	<ul style="list-style-type: none"> • Knowledge of literature: genres, awards, and review sources
Access to Information	III. Info Access & Delivery	<ul style="list-style-type: none"> • Equal access for all learners: availability of collection services, facilities, and staff; circulation, hours, physical arrangement of the media center • Scheduling
Stimulating Learning Environment	II. Collection development	<ul style="list-style-type: none"> • Promotion of resources • Library media center environment
<h3>Standard 2: <i>Teaching and Learning</i></h3> <p>School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning.</p>		
ALA/AASL NCATE Standards	PRAXIS Topic	PRAXIS Topic Detail
Knowledge of Learners and Learning	IV. Learning and Teaching	<ul style="list-style-type: none"> • Knowledge of learning styles and developmental levels of students • Knowledge of teaching and assessment strategies
Effective and Knowledgeable Teacher		<ul style="list-style-type: none"> • Orientation techniques
Information Literacy Curriculum		<ul style="list-style-type: none"> • Knowledge of information literacy models and principles • Teaching use of information resources and search strategies

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Standard 3: *Collaboration and Leadership*

School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.

ALA/AASL NCATE Standards	PRAXIS Topic	PRAXIS Topic Detail
Connection with the Library Community		<ul style="list-style-type: none"> • Distance learning
Instructional Partner		<ul style="list-style-type: none"> • Curriculum integration and development • Collaborative teaching and planning
Educational Leader	V. Professional Development, Leadership, and Advocacy	<ul style="list-style-type: none"> • Professional development, such as continuing education • Awareness of issues and trends • Advocacy • Certification and accreditation • Legislation affecting libraries and education, such as laws on intellectual freedom and equal access, and the Children’s Internet Protection Act.

Standard 4: *Program Administration*

School library media candidates administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

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Managing Information Resources: Selecting, Organizing, Using Managing Program Resources: Human, Financial, Physical	I. Program administration	<ul style="list-style-type: none"> • Organization, administration, and evaluation of the library media center. • Management: budgeting, staffing, training, and supervising student aides and volunteers • Establishing policies and procedures • Renovating facilities and planning new facilities: technology planning educational specifications, and access for the disabled.
	II. Collection development	<ul style="list-style-type: none"> • Selection policy: reconsideration policy, criteria for selection, collection evaluation techniques such as collection mapping and weeding • Organizing resources: MARC records; descriptive cataloging; classification; processing; records management; circulation; automation; and organization of noncataloged materials. • Selecting resources: knowledge of information resources, both book and non-book; knowledge of bibliographic resources in all formats. • Selecting equipment, supplies, and services: equipment such as computers and audio-visual equipment, supplies such as disks, services such as online services and CD-roms. • Acquiring resources: knowledge and evaluation of publishers, jobbers, subscriptions, vendors; knowledge of ordering procedures.
Comprehensive and Collaborative Strategic Planning and Assessment	I. Program administration	<ul style="list-style-type: none"> • Planning and evaluation: assessing needs, planning objectives, setting priorities, evaluating, defining the center’s mission and philosophy, and site-based management.