

## FORMS FOR REVIEWING

### **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 ethical use of the school library media program and its services.

<b>Standard 1 Elements</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
Efficient & Ethical Information Seeking Behavior	Candidates demonstrate little of no evidence of the research process. Candidates do not differentiate user needs. Candidates do not identify or support student interests or needs. Legal and ethical practices are ignored.	Candidates model strategies to locate, evaluate and use information for specific purposes. Candidates identify and address student interests and motivations. Candidates interact with the learning community to access, communicate and interpret intellectual content. Candidates adhere to and communicate legal and ethical policies.	Candidates advocate for and demonstrate effective use of current and relevant information processes and resources, including emerging technologies. Candidates model a variety of effective strategies to locate, evaluate and use information in a variety of formats for diverse purposes. Candidates plan reference services using traditional and electronic services that are comprehensive and address the needs of all users. Candidates model and teach legal and ethical practices.
<b>Evaluation</b>	<b>Evidence Clearly Given</b>	<b>Coverage Implied</b>	<b>Evidence Lacking</b>

EV ALUATING THE PROGRAM REPORT DOCUMENT

**Contextual Statement**

Area	Adequately Presented	Not Adequately Presented
A. Factual information about the program		
B. Governance of the program (including mission, goals & objectives)		
C. Relationship with College/School and incorporation of conceptual framework into the curriculum		
D. Faculty perceptions of program strengths & weaknesses		

Conclusion:

### **Curriculum Statement**

<b>Area</b>	<b>Adequately Presented</b>	<b>Not Adequately Presented</b>
A. Overview of degree requirements		
B. How the program meets each of the standards		
C. Candidates understand role in learning community		
D. Research is integrated throughout the curriculum		
E. Evidence that standards are being met*		
F. Description of practicum experience		
G. Information on faculty teaching in school library media program		

\*See Forms for Reviewing Standards.

All evidence presented for the above areas should be aggregated.

Conclusion:

## **Assessments Statement**

<b>Area</b>	<b>Adequately Presented</b>	<b>Not Adequately Presented</b>
A. Effectively measure skills, knowledge & proficiencies		
B. Internal and/or external measures given		
C. Demonstrate candidates fully prepared to be professionals		
D. Specifically planning, not just incidental		
E. Specifically measure proficiency/ proficiencies identified		
F. Multiple measures developed		
G. Rubrics and criteria for evaluating candidate performance are available		
H. Assessment results used to evaluate and improve program		
I. Faculty use assessments to judge candidate		

Conclusion: