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# **SCHOOL LIBRARY CERTIFICATION PROGRAM**

**University of Pittsburgh  
School of Information Sciences  
Library and Information Science**

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## ***SLCP Student Portfolio of Demonstrated Competencies for Certification in Library Science, K-12***

**Based on the Competencies for Library Science, K-12,  
Established by the Pennsylvania Department of Education**

**Used as a supporting document for the Evaluation of the Practicum Experience Using  
PDE 430 State Evaluation Form for Student Professional Knowledge and Practice**

**Student Name: Dawn Jackson**

**First Term of Study: Summer 2008**

**Graduation Term: Spring 2010**

**SLCP Certification Requirements Completed: Spring 2010**

**Evaluated by: \_\_\_\_\_ Dates: \_\_\_\_\_**

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## ***Student Portfolio of Demonstrated Competencies***

The purpose of the *Student Portfolio of Demonstrated Competencies* is to help each student document the professional competencies she is building in each course, in the Practicum and in other learning experiences the student has outside the program. These competencies are the Pennsylvania Department of Education (PDE) Competencies for Library Science K-12 (2001). Each student briefly describes what experience or project demonstrates how he has met each competency. No artifacts are included; the artifacts are included in the student's professional portfolio that showcases the student's competencies for professional employers in the job search.

Beginning in the first term of study, each SLCP student begins to prepare an individual *Student Portfolio of Demonstrated Competencies* that documents how the student is building the competencies needed by a school librarian and continues to add to the portfolio over subsequent terms until the end of the term of graduation.

The *Portfolio* is evaluated at the end of LIS 2774 School Library Media Center Management, LIS 2922 Practicum to assure that progress is being made and is evaluated formally in the student's last term of study when all competency demonstrations are completed and included. The portfolio concept is introduced in the student's first term.

The Student Portfolio is maintained by the SLCP as the primary piece of evidence that the graduate has met the competencies and has achieved a Satisfactory rating on the PDE 430 form necessary for Instructional I or Instructional II certification in Library Science, K-12 by the Pennsylvania Department of Education.

### **There are several levels of building and demonstrating competencies:**

- **Learning** means introduction of the concept or experience.
- **Applying** means ability to practice or demonstrate the skill.
- **Mastery** means ability to apply the skill and easily replicate it or teach it to another.

**November 26, 2008**

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**A. Collaborate on instruction with school staff by integrating curricula content with access to and use of resources in varied formats.**

**1. Design, write, and implement curriculum which fully integrates information management skills and the use of information in the educational program.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Mastery	I collaborated with two classmates to create a lesson plan to meet the 21 <sup>st</sup> Century Learner Standards, PA State Standards and Information Power Standards. We created ways to address prejudice from <i>To Kill a Mockingbird</i> , such as reenacting the trial as portrayed, then having a mock trial without the prejudice; searching media to identify similar cases; and holding a debate.
2568	Mastery	As part of a team project, I created two lesson plans regarding <i>The Piano Lesson</i> , by August Wilson, including objectives, standards, materials, activities, and assessments. The one that I created was the culmination lesson, which is an interdisciplinary activity with students researching aspects of 1936 in the Hill District and creating booths to present their findings to the school.
2328	Mastery	As part of a team project, I created a Scope & Sequence, including PA and information literacy standards, illustrating the skills necessary to master information learning and plotting where they would need to be introduced, practiced, mastered and reinforced for kindergarten through 12 <sup>th</sup> grade students.

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**A. Collaborate on instruction with school staff by integrating curricula content with access to and use of resources in varied formats.**

**2. Apply learning theories to information seeking and use in instruction, including critical thinking and problem solving skills.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2002	Mastery	I became adept at using information seeking to locate authoritative sources to meet the patron's needs. I sought and found specific information such as maps from 1532, election results from 1912 by county, identified a specific songwriter from lyrics, etc., using bibliographies, indexes, encyclopedias, atlases and many more sources.
CCAC – Educational Psychology (PSY201)	Mastery	Designed an integrated lesson plan and activity where students will research information about Colonial American lives and write newspaper articles reflecting this information, as well as a host of other activities such as authentic food, costumes and music. The learning unit encompasses History, Language Arts, Library Science as well as Home Economics, Art and Music.
Practicum		

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**A. Collaborate on instruction with school staff by integrating curricula content with access to and use of resources in varied formats.**

**3. Design and select instructional methodologies and resources to meet student and curricular needs.**

	Where Developed*	Level of Competency	Documented Demonstration of Competency
	2774	Mastery	Through weekly posts, I've identified specific resources to address needs, such as, "should technology be used in the classrooms?" and "how should you inventory your collection and select resources for faculty."
	2568	Mastery	As part of a team project, I used professional resources to research and select materials for sexual orientation collection for students in pre-school through 12 <sup>th</sup> grade. This community is often overlooked in library collections, however, it is important to have resources on hand that meet student needs.
	Practicum		

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**A. Collaborate on instruction with school staff by integrating curricula content with access to and use of resources in varied formats.**

**4. Assess student progress and evaluate instruction**

	Where Developed*	Level of Competency	Documented Demonstration of Competency
	2774	Mastery	I spent two afternoons observing a school library media center at an elementary school, after which, I evaluated the school, the library, the library collection, the media center, the environment, and both student behaviors and the behaviors and instruction of the librarian.
	2323	Mastery	I observed for an afternoon in a middle school library to assess the library resources, services and instruction.
	Practicum		

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**B. Utilize information technologies in management, administration, and instructional programs in the school library media center.**

**1. Use automated tools such as word processing, database and spreadsheets.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
Applied in each course	Mastery	Competency was shown in the use of Microsoft Word, Excel, PowerPoint, as well as building websites using Dreamweaver and CSS stylesheets. Furthermore, I created instructions to help other users add audio to PowerPoint, and how to use wikis, such as Plone.
Work experience	Mastery	Additional experience using Content Management Systems, InDesign, Adobe Acrobat, FileMaker Pro, and Microsoft Access.

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**B. Utilize information technologies in management, administration, and instruction programs in the school library media center.**

**2. Understand means of acquisition and types of vendors of audiovisual equipment, computer technologies and distance education systems.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Mastery	In this course, I evaluated print materials versus electronic resources, and also weighed the cost against the needs of the students and faculty.
Applied in each course	Mastery	All of my courses were taken via distance education. The courses were conducted online and also used the chat rooms, in addition to video lectures, chat rooms, discussion boards and email.
Work experience	Mastery	I have vast experience evaluating vendors and benchmarking equipment and services to determine the consumer value in order to make recommendations for purchasing or pricing, including conducting surveys of student and faculty needs during my position with Media Technology at Carnegie Mellon University.

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**B. Utilize information technologies in management, administration, and instructional programs in the school library media center.**

**3. Apply technological processes to instruction, budgeting, circulation, cataloging, and materials development.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2600	Applying	I cataloged materials and created virtual shelves using ePrints. In addition, I built reference materials by generating bibliographies and lists in RefWorks pertaining to specific subject matter.
2774	Applying	I identified resources for evaluating collections, weeding collections, selecting print versus electronic materials, as well as how to integrate technology into the library and classroom curriculum.
2323	Mastery	As part of two team projects, I created a magazine collection and a non-fiction paranormal/supernatural collection. As part of this process, I used online professional reviews to evaluate materials and made selections for a well-rounded collection, while staying within budget.

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**B. Utilize information technologies in management, administration, and instructional programs in the school library media center.**

**4. Understand and use multimedia products, local and wide-area networks, and on-line services**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2002	Mastery	I used a variety of online databases and search engines to locate materials.
2600	Mastery	Using the resources available online, bibliographies and lists were generated and shared using RefWorks, ePrints, Google Scholar, etc. Resources were shared through a web blog, online portfolios, virtual shelves and email.
2774	Mastery	I used the online Blackboard system to collaborate and create a presentation. During this project, we utilized discussion boards, chat rooms, email, PowerPoint slides using audio, as well as Microsoft Word and Photoshop.

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**C. Manage media center resources and collections as an integral part of the school environment.**

**1. Understand social and psychological factors that affect use of resources by faculty and students.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2600	Mastery	By using the resources available to faculty and staff, I was able to acquire the necessary knowledge to help users by using the same terminology and documenting the necessary steps with for practical applications.
2568	Mastery	Throughout the course, I identified several ways to make library collections more diverse, which would enable people from various groups, nationalities and cultures feel more comfortable and meet their needs. For example, I learned that the gay, homosexual, lesbian and bisexual community is typically overlooked in collections, although they are in dire need of resources.
2774, 2323	Mastery	I researched how children and young adults are using technology currently, in order to make an informed decision as to the best ways to use technology in the library media center. One excellent source I found to keep current on the debate is: "Technology in the Classroom Channel." Education World. <a href="http://www.educationworld.com/a_tech/">http://www.educationworld.com/a_tech/</a> (Accessed 11/14/08)

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**C. Manage media center resources and collections as an integral part of the school environment.**

**2. Know and use traditional forms of print and audiovisual resources as well as online services**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2002	Mastery	Many of the searches conducted could only be found in print format, so I spent a lot of time pouring over books at my local library. For the searches where I was able to locate online resources using a variety of databases and search engines, I still tried to located a print version to verify my findings.
2774, 2323	Mastery	My assignments were mostly conducted on discussion boards using Blackboard, as well as posting PDF files, PowerPoint files, using Microsoft Word, and the chat room. In addition, I created a web portfolio, a fact sheet, poster and an author brochure, as well as recording an audio file for a booktalk.
Work experience	Mastery	In the course of my career, I have created online movies as well as print documentation for users. In addition, I have used videoconferencing tools and created print brochures, flyers and newsletters.

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**C. Manage media center resources and collections as an integral part of the school environment.**

**3. Know and use curriculum materials produced for children and young adults.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Applying	During the course of my two observations at an elementary school, I became familiar with some materials produced for children and how the librarians used them to support the curriculum needs. In addition, I evaluated some resources for librarians of young adults, such as the YALS publication.
2323	Mastery	Throughout this course, I read numerous books, graphic novels and watched several movies, produced for young adults. I also researched what types of magazines are popular with young adults and used professional sources in order to build a collection specifically for this age group.
2322		

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**C. Manage media center resources and collections as an integral part of the school environment.**

**4. Develop and use procedures for technical processing, collection maintenance, weeding, and evaluation.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Applying	I've identified several excellent resources for developing collections, as well as evaluating items for purchase or in order to weed items out of the collection in the future. For example: "Criteria for Selection of Library Media Materials." Baltimore County Public Schools. <a href="http://www.bcps.org/offices/lis/office/admin/selection.html">http://www.bcps.org/offices/lis/office/admin/selection.html</a> (Accessed November 9, 2008).
2323	Mastery	One of the projects in this class was to use professional sources in order to build a supernatural/paranormal collection. Some of the sources used were "Booklist", "YALS", "Books in Review" and "School Library Journal".
Practicum		

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**C. Manage media center resources and collections as an integral part of the school environment.**

**5. Know and understand implications of copyright and intellectual property law.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2000	Mastery	Through course readings, presentations and research for a paper, the history and current implications of copyright and intellectual property laws were investigated in depth. In addition, the possible future impact of the laws on libraries was considered and discussed.
Work experience	Mastery	In the course of my career, I have researched and written several pieces on the perils of copyright infringement. In the summer 2008, I wrote documentation addressing the growing concerns of copyright violations in the form of pirating music and video files for Carnegie Mellon University. All of this knowledge could certainly be applied in a school environment.
2001	Mastery	This course had several lectures that focused on copyright infringement and the ramifications for libraries in general. One website that we were sent to had excellent examples of what is, and what is not, plagiarism: <a href="http://clover.slavic.pitt.edu/~tales/plagiarism.html">http://clover.slavic.pitt.edu/~tales/plagiarism.html</a>

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**C. Manage media center resources and collections as an integral part of the school environment.**

**6. Understand and use classification and cataloging systems, including the Dewey Decimal and Library of Congress classifications, the Anglo-American Cataloging Rules, Sears List of Subject Headings and ALA Filing Rules**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2002	Mastery	During the course of searching for materials and sources, I have used the majority of the cataloging systems.
2774	Mastery	During my school library observations, I spent time helping the library secretary shelve the books that students returned, using the Dewey Decimal system.
2001	Mastery	This course focused on the skills and theories behind cataloging. We had several assignments where we cataloged everything from photographs, comic books, figurines, other student papers, and the contents of our own kitchens. We explored Dewey, Sears, LCC, LCSH, MARC Records, etc.

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**C.Manage media center resources and collections as an integral part of the school environment.**

**7. Understand and use MARC records in automated library systems.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Mastery	During my school library observations, I was able to spend several hours using their automated library system and becoming familiar with their MARC records.
2002	Mastery	While searching for the answers to the “Search and Seize” assignments, I had the opportunity to access the automated library systems and records for a variety of libraries and institutions.
2001	Mastery	Several of the assignments in this class focused on metadata and MARC records, as well as the importance of using assigned terms for collection integration.

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**D. Manage and administer the library media center.**

**1. Define the center's mission and priorities.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Mastery	I have identified which competencies, as well as behaviors to meet those competencies, that I consider to be the most important for librarians to possess. Knowing this information would influence the library's mission and priorities.
Practicum		

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**E. Manage and administer the library media center.**

**2. Manage the library media center budget.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2323	Mastery	As part of a team project, I used professional resources to build a non-fiction paranormal/supernatural collection for young adults, and stayed under the allotted budget of \$1000.
Practicum		

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**D. Manage and administer the library media center.**

**3. Implement effective financial planning, staffing, facilities utilization, and program planning.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Applying	I have identified an excellent source to help with designing school libraries regarding collection space, workstation space, user seating, staff work space, meeting space, etc. For example: "Library and Media Center Facilities Design—K-12" National Clearinghouse for Educational Facilities. <a href="http://www.edfacilities.org/rl/libraries.cfm">http://www.edfacilities.org/rl/libraries.cfm</a> (Accessed 11/19/08).
2323	Mastery	As part of a team project, I developed a program for having "Mystery Nights" at a library for young adults. The program proposal included a budget, implementation and planning schedules, advertising, staffing and resource needs.
Practicum		

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**D. Manage and administer the library media center.**

**4. Supervise and train library support staff and volunteers.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
Work experience	Mastery	In my career, I have trained and supervised student employees, as well as taught faculty and staff how to use software applications. I have also developed written and video help documentation to continue their training. My fellow classmates have also benefited from my ability to write concise documentation, as I wrote steps to help them with new web applications.
Practicum		

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**D.Manage and administer the library media center.**

**5. Plan and evaluate library media center objectives and needs**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Mastery	I have identified the main focus for libraries in the form of competencies, as well as what behaviors are needed to meet these needs. In addition, I have conducted library media center observations where I wrote an evaluation on the needs of students and faculty, and how those needs were being met.
2323	Mastery	I observed at a middle school and evaluated the library media center in terms of resources, services, technology, and instruction. In addition, after identifying a need among young adults to de-stress, I helped to create a program where they could relax, while using their problem-solving and social skills in a safe environment by attending “Mystery Nights” at the library.
Practicum		

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**D. Manage and administer the library media center.**

**6. Identify and use alternative funding sources and participate in grant writing activities.**

Where Developed*	Level of Competency	Documented Demonstration of Competency	
2323 2325 2328 Practicum			
Practicum			

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**D. Manage and administer the library media center.**

**7. Promote library media center services in the school and in the community.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Mastery	I created a communication memo to the principal to apprise him of events in the library and to establish a communication plan. In addition, as part of a team project, I created a presentation to the school board to promote the library. An excellent source for advocating is: "School Library Promotion". Resources for School Librarians. <a href="http://www.sldirectory.com/libsf/resf/promote.html">http://www.sldirectory.com/libsf/resf/promote.html</a> (accessed September 19, 2008).
Work experience	Mastery	I have created websites, brochures, flyers, communication emails, announcements and press releases to promote various services to the campus community, which is comprised of students, faculty and staff. These methods can be used to promote library media services as well.
2323	Mastery	I created a poster session, including fact sheet, regarding downloading music safely, as well as a booktalk and author information sheet, all of which promote library services. In addition, the "Mystery Night" program that my team created involved advertising via email and flyers at other venues in order to attract young adults.

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**E. Promote information literacy through technology and program services.**

**1. Help students develop competencies as self-motivated readers.**

	Where Developed*	Level of Competency	Documented Demonstration of Competency
2323		Mastery	I created a booktalk and flyer promoting several alternatives to “Twilight” for an October booktalk. I have also recorded this talk and posted it online for interested readers and plan to have such recordings available as part of the library blog or website to get students interested in reading.
2568		Mastery	As part of my assignments, I was able to identify the needs of various cultures and locate resources to help meet their needs. I also learned about educational stereotyping and became more aware of cultural bias in classic novels, such as “Little House on the Prairie”, which will help me recognize resources that will encourage students to read.
2329			

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**E. Promote information literacy through technology and program services.**

**2. Develop skills in students needed to assess and use media in all forms.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
Used in all courses	Mastery	In all of my courses, we have explored and used various forms of media, such as web blogs, discussion boards, chat sessions, email, news websites, online libraries, digital collections, wikis, and audio and video files.
2328	Mastery	Through weekly assignments and research, I became aware of various aspects of information literacy and some of the tools available to aid students. For example, I created a pathfinder to help students use online libraries and resources as well as a graphic organizer which would help them in a variety of ways depending on the organizer.
Practicum		

**I. Demonstrate knowledge of the fundamental concepts of library science used in teaching K-12 students:**

**E. Promote information literacy through technology and program services.**

**3. Provide instruction in the use of various forms of information to students and teachers.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
Work experience	Mastery	I have created numerous help tutorials, in print, online and using video demonstrations, to provide instruction to students and faculty at Carnegie Mellon. In addition, I have conducted open houses and tutorial sessions to instruct users, as well as being the sole source of technical support in computer labs and for distance education courses.
2323	Mastery	As part of this course, I have created a poster session, and fact sheet, regarding downloading music safely.
Practicum		

**II. Demonstrate knowledge and competencies in fostering student learning through multiple instructional methodologies:**

**A. Plan instruction based upon knowledge of subject matter, students, the community and Pennsylvania Academic Standards that promote problem analysis, creativity and decision-making skills**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Mastery	I collaborated with two classmates to create a lesson plan to meet the 21 <sup>st</sup> Century Learner Standards, PA State Standards and Information Power Standards. We created ways to address prejudice from <i>To Kill a Mockingbird</i> , such as reenacting the trial as portrayed, then having a mock trial without the prejudice; searching media to identify similar cases; and holding a debate.
CCAC – Educational Psychology (PSY201)	Mastery	Designed an integrated lesson plan and activity where students will research information about Colonial American lives and write newspaper articles reflecting this information, as well as a host of other activities such as authentic food, costumes and music. The learning unit encompasses History, Language Arts, Library Science as well as Home Economics, Art and Music.
Practicum		

**II. Demonstrate knowledge and competencies in fostering student learning through multiple instructional methodologies:**

**B. Manage the instructional environment.**

**1. Create a climate that promotes fairness.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Mastery	Our team project that addressed prejudice from <i>To Kill a Mockingbird</i> , would promote fairness among students. Reenacting the trial as portrayed in the novel, then having a mock trial without the prejudice would demonstrate how different things would have been; searching media to identify similar cases shows that it is still a current issue; and holding a debate gives students a chance to vocalize their thoughts on the subject.
Used in all courses	Mastery	In each course, we have had at least one team project. In all of these cases, we needed to find a way to brainstorm ideas, share the workload, and support each other in order to achieve the assignment objectives.
CCAC – Educational Psychology (PSY201)	Mastery	Designed an integrated lesson plan and activity where students will research information about Colonial American lives and write newspaper articles reflecting this information. In order to promote fairness as far as gender, ethnicity and academic abilities, students are randomly assigned to teams where they draw topics to determine what section of the newspaper they will work on. They have the opportunity to work in groups, as individuals, as well as on the computer for research, writing and graphics.

**II. Demonstrate knowledge and competencies in fostering student learning through multiple instructional methodologies:**

**B. Manage the instructional environment.**

**2. Establish and maintain rapport with students.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2322 2323 2325 2328 2329 2568 Practicum		
Practicum		

**II. Demonstrate knowledge and competencies in fostering student learning through multiple instructional methodologies:**

**B. Manage the instructional environment.**

**3. Communicate challenging learning expectations to each student.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2322 2323 2325 2328 2329 2568 Practicum		
Practicum		

**II. Demonstrate knowledge and competencies in fostering student learning through multiple instructional methodologies:**

**B. Manage the instructional environment.**

**4. Establish and maintain consistent standards of classroom behavior.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Learning	During the school visits, I observed the instruction and environment in the library media center. I then evaluated the students' behavior based on those observations. In addition, I researched student behavior and techniques for discipline in order to encourage learning behaviors.
CCAC course: Behavioral Management	Learning	I successfully completed a course about techniques and methods to establish and maintain standards of classroom behavior. It was a very valuable course, with many practical examples and ideas for application in classroom situations.
Practicum		

**II. Demonstrate knowledge and competencies in fostering student learning through multiple instructional methodologies:**

**B. Manage the instructional environment.**

**5. Make the physical environment safe and conducive to learning.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Mastery	I researched how the physical environment in a library can influence student behaviors, as well as conducting observations and evaluations based on the physical environment in the library and school.
2328	Mastery	While researching one of my weekly topics, I located information about organizing the library in such a way as to maximize each area and promote learning, while meeting the needs of the faculty as well. For example, the importance of creating group work areas, computer labs, social areas, as well as placement of outlets and network ports, were all stressed.
Practicum		

**II. Demonstrate knowledge and competencies in fostering student learning through multiple instructional methodologies:**

**C. Implement, adapt, and assimilate effective instructional strategies, curriculum resources and technologies in collaboration with other educators to develop students' ability for locating, understanding, evaluating, and synthesizing information.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2002	Mastery	For my "search and seize" assignments, I used a variety of search strategies and methods to analyze the questions, search and locate the source of the answer, while evaluating it for authority. In addition, I collaborated with other classmates to evaluate and review a resource for our final group project.
CCAC – Educational Psychology (PSY201)	Mastery	Designed an integrated lesson plan and activity where students will research information about Colonial American lives and write newspaper articles reflecting this information, as well as a host of other activities such as authentic food, costumes and music. The learning unit encompasses History, Language Arts, Library Science as well as Home Economics, Art and Music.
Practicum		

**II. Demonstrate knowledge and competencies in fostering student learning through multiple instructional methodologies:**

**D. Select, analyze, and modify instructional materials to meet the learning needs and reading levels of diverse learners.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
CCAC – Educational Psychology (PSY201)	Mastery	Designed an integrated lesson plan and activity where students will research information about Colonial American lives and write newspaper articles reflecting this information. In order to accommodate learners with exceptionalities, this activity was created with the needs of a variety of students in mind. The research can be conducted in either paper format or online, and the writing can as well. The computer users can increase the font size, or use audio readers, to enable class integration for visually challenged students.
2568	Mastery	In studying different cultural groups, I learned how different learning styles have specialized needs. Some students learn best with visual aids, others with group projects, etc. In addition, having foreign language books on hand will help those native speakers assimilate the information, while also helping them feel more welcome and willing to ask questions.
Practicum (or Resources for children/ya)		

**II. Demonstrate knowledge and competencies in fostering student learning through multiple instructional methodologies:**

**E. Monitor students' understanding and awareness of library services and resources through a variety of means, provide feedback to students to assist learning, and adjust instructional strategies to improve library services.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
Work Experience	Mastery	I have conducted surveys, sent targeted email, conducted training sessions, as well as open houses, all in an effort to solicit feedback from students, faculty and staff on ways to improve my department's documentation and resources.
Practicum		

**III. Demonstrate knowledge and competencies that foster professionalism in school and community settings:**

**A. Know and participate in professional organizations. Know and use professional publications and resources. Plan for professional development.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
2774	Mastery	During this term, I have evaluated professional organizations as well as the resources published by those organizations in an attempt to further my professional development.
2323	Mastery	As part of the process to build a non-fiction paranormal/supernatural collection, we used professional sources to read reviews and recommendations to help our team make our final selections. Some of the sources used were "Booklist", "Books in Review", "School Library Journal", and "YALS", the publication produced by YALSA.
2568	Mastery	Several professional publications and resources were consulted to build a K-12 collection for the gay, lesbian, transsexual and bisexual community. In addition to locating resources that were recommended, these publications were also used to locate one book that was not recommended. In addition, during this course, I joined ALA as well as YALSA.

**III. Demonstrate knowledge and competencies that foster professionalism in school and community settings:**

**B. Practice integrity, ethical behavior and professional conduct as stated in *Pennsylvania Code of Professional Practice and Conduct for Educators* and know local, state, and federal laws and regulations.**

	Where Developed*	Level of Competency	Documented Demonstration of Competency
	2774, 2323	Mastery	I have read over the <i>Pennsylvania Code of Professional Practice and Conduct for Educators</i> and familiarized myself with the local, state and federal laws and regulation. Beyond that, I have demonstrated integrity, ethical behavior and professional conduct in my career, my academic courses, as well as in my personal life.
	Practicum		

**III. Demonstrate knowledge and competencies that foster professionalism in school and community settings:**

**C. Collaborate with school colleagues, higher education and other community organizations to enhance and expand library services.**

Where Developed*	Level of Competency	Documented Demonstration of Competency
Used in all courses	Mastery	There have been group projects in all of my courses, during which I have collaborated with fellow classmates on papers, projects and presentations that are all designed to enhance and expand library services.
2323	Mastery	As part of a team, we created a program for "Mystery Nights" for a local public library. As part of this project, we created a proposal including budget, staffing, advertising, implementation and planning schedules, and resources, in order to get the approved funding needed.
Practicum		

**III. Demonstrate knowledge and competencies that foster professionalism in school and community settings:**

**D. Communicate effectively with parents/guardians, other agencies and the community at large to support learning by all students.**

	Where Developed*	Level of Competency	Documented Demonstration of Competency
	2774	Mastery	I have created a communication plan for a school principal, as well as created a presentation advocating the school library media center to the local school board.
	2323	Mastery	We ran simulations in this class where books and resources were challenged for a variety of reasons. In some of the simulations, I was advocating for the library's need to meet the needs of all of our readers, and in other simulations, I was cast as the challenger where I needed to voice my concerns. It was important to attempt to reach a compromise that would work for everyone.
	Practicum		