

Guidelines for LIBM Graduate Portfolio

Those candidates admitted to the LIBM Library Media and Information Technologies Master's degree program seeking Library Media Specialist licensure in Arkansas will be required to produce a portfolio consisting of self-selected coursework examples, assignments, and other pertinent documents. The purpose of the portfolio is to demonstrate growth in understanding, skills, and dispositions relating to library media with respect to ten broad competency areas designated by the Arkansas Department of Education and the standards set forth by the American Association of School Librarians (AASL), the accrediting body for the program recognized by the National Council for Accreditation of Teacher Educators (NCATE). See Appendix A for Arkansas Department of Education Competencies and AASL Standards.

The portfolio will consist of self-selected assignments, coursework examples, and other documentation of competencies and professional growth including and culminating with LIBM 6390 Practicum projects. It will be the candidates' responsibility to keep all returned coursework and other evidences throughout the program as well as organizing and presenting the portfolio. Candidates should commit to selecting those assignments and/or other documentation systematically each term.

More specifically, the electronic portfolio program Chalk & Wire will be used in the creation of the student portfolio.

- There are 12 categories total. Categories 1 through 10 are aligned with the ADE and AASL competency areas. Category 11 represents the candidate's practicum experience. Category 12 is the portfolio presentation.
- For each category (1 to 11), students will select a minimum of two assignments and/or other evidence. These files will be uploaded into Chalk & Wire and placed under the appropriate category.
 - Each of the 11 categories will be prefaced by a three page candidate-written review of contents detailing "leaps in learning" made.
 - Reflective thinking is defined in the book *The Reflective Practitioner* as "the ability to analyze and to interpret the current information available, collect data, and apply one's findings" [to the job at hand, thus in this case to range of library media instruction and services].
 - Reflective thinking in written format should appear in each competency category.
 - This writing serves as an introduction for any supplementary documentation related to on-the-job projects and tasks.
- For category 12 candidates are required to formally present their program portfolio to the LIBM faculty. A PowerPoint presentation must accompany any presentation created by the candidate. The PowerPoint is to be uploaded into Chalk & Wire and placed under category 12. The candidate does not have to write a reflect piece for this category.
 - The presentation is **NOT** to be an **EXACT REPLICA** of the portfolio.
 - The presentation is to be **PERSONALIZED** with the utilization of creativity by the candidate.

- The portfolio should reflect the individuality, creativity, and experiences of each candidate.

The portfolio review process will be conducted as follows:

- Candidates will submit their portfolio two weeks prior to the established presentation date. If the candidate misses the deadline, he or she will not be allowed to proceed. The candidate must wait until the next graduation period to present.
- The formal presentation date will be set at the beginning of each semester by the LIBM faculty and will be posted on the LIBM web page.
- The LIBM faculty will review each candidate's work, and prepare various questions based on the work submitted.
- On the scheduled presentation date, the candidate will be given 15 minutes to formally present the portfolio, which will be followed by 5 minutes of questions by the faculty.
 - Each candidate will be expected to answer the following question: "In what competency area did you feel you experienced the most growth?"
- Candidates will be notified within two business days, whether a grade of pass or fail has been assigned to the portfolio. Twenty eight points is required to receive a passing grade.
 - If a failing grade is assigned, the candidate must contact his or her advisor for a list of deficiencies.
 - i. The candidate shall be given no more than 3 business days to make corrections and resubmit the portfolio if the deficiencies are minor and can be corrected in time for the candidate to be cleared for graduation.
 1. The candidate's advisor will review the correction(s) and make a recommendation to the program coordinator.
 2. If the corrections adequately meet the ADE and AASL competencies, the candidate will be allowed to graduate.
 3. If corrections do not meet the ADE and AASL competencies, the candidate will not be allowed to graduate and must wait until the following graduation period to resubmit the portfolio.
 - If a passing grade was assigned, then the candidate will be cleared for graduation.
- Lists of candidates and their contact information cleared though this process will be kept in a database.

Leaps in Learning: Reflective Writing Guide

The following points should be addressed in your reflection:

- 1. What standard (AASL & ADE) is being addressed?***
- 2. What evidence do you have that proves that you met the standard? If taken from a class, include assignment title and course. If taken from outside source, be as descriptive as possible.***
- 3. What specific part of the standard is being met (technology, access, ethical use, literacy, etc.)?***
- 4. How are you currently using the principles that are apparent within the evidence and the standard?***
- 5. How do you see yourself using these principles in your future as a Library Media Specialist?***

Appendix A
LIBM Program Portfolio
Competency Areas

Arkansas Department of Education (ADE) Competency Areas:

1. Teach information literacy skills and strategies integrated with content learning and provide both technological and intellectual access in a climate that promotes literature appreciation, reading, and above all, student learning.
2. Lead in establishing an integrated library media program by collaborating with classroom teachers to use instructional design concepts in the planning and teaching of a standard based curriculum.
3. Grow as a professional who, through reflective practice, active involvement in professional organizations, and life long learning, uses daily the knowledge bases of library science, education, technology, and research.
4. Advocate the ethical use of information by both modeling and teaching about equity, intellectual freedom, copyright, privacy, and confidentiality.
5. Establish equitable policies and procedures prepare and manage budgets, plan for and implement changes in facility, conduct inventory, write reports, supervise staff, and monitor all services of the library media center.
6. Provide information and reference services to the school and its community and take responsibility for evaluating emerging technologies needed.
7. Provide information access and delivery services such as the online public access catalog, circulation, networking and interlibrary loans of resources.
8. Develop collection policies and coordinate the careful selection, acquisition, maintenance, and networking of materials and equipment, giving attention to the inclusion of diverse view points and learning delivery systems.
9. Promote library media services through multiple venues, effective communication skills, media design and program development, thus consistently establishing a positive relationship within the school and the community.
10. Develop and find funding for special programs that are dynamic and accessible for diverse user groups and that serve the mission of the school.

American Association of School Librarians (AASL) Standards:

- **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.
- **Standard 2 – Teaching and Learning**
 - School library media candidates' model and promote collaborative planning with classroom teachers in order to teach concepts and skill 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.
- **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.
- **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.

Library Media and Information Technologies Program Portfolio Rubric

****Information taken from ALA/AASL Standards: For initial Programs for School Library Media Specialist Preparation**

Standard	Unacceptable (Unsatisfactory)	Scoring Box	Acceptable (Basic)	Scoring Box	Target (Proficient)	Scoring Box
<p>Ark: Standard 1 ✓ Teach information literacy skills and strategies integrated with content learning and provide both technological and intellectual access in a climate that promotes literature appreciation, reading, and above all, student learning.</p> <p>AASL Standard 1: <u>Use of Information and Ideas</u> ✓ <i>Efficient and Ethical Information-Seeking Behavior</i> ✓ <i>Literacy and Reading</i> ✓ <i>Access to Information</i> ✓ <i>Stimulating Learning Environment</i></p>	<p>Candidates demonstrate little or no evidence of use and knowledge of information literacy skills and strategies.</p>	1	<p>Candidates model strategies and integration techniques in relation to information literacy skills.</p>	2	<p>Candidates advocate for and demonstrate effective use and knowledge of information literacy skills and strategies.</p>	3
<p>Ark: Standard 2 ✓ Lead in establishing an integrated library media program by collaborating with classroom teachers to use instructional design concepts in the planning and teaching of a standards-based curriculum</p> <p>AASL Standard 2: <u>Teaching and Learning</u> ✓ <i>Knowledge of Learners and Learning</i> ✓ <i>Effective and Knowledgeable Teacher</i> ✓ Information Literacy Curriculum</p>	<p>Candidates develop lesson plans in isolation with little or no attention to instructional methodologies. Instruction exhibits limited strategies and the use of few resources. Student learning is not assessed.</p>	1	<p>Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. The library media specialist as teacher of information skill makes use of a variety of instructional strategies and assessment tools. Candidates analyze the role of student interest and motivation in instructional design. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.</p>	2	<p>Candidates can document and communicate the impact of collaborative instruction on student achievement.</p>	3

Standard	Unacceptable (Unsatisfactory)	Scoring Box	Acceptable (Basic)	Scoring Box	Target (Proficient)	Scoring Box
<p>Ark: Standard 3</p> <ul style="list-style-type: none"> ✓ Grow as a professional who, through reflective practice, active involvement in professional organizations, and lifelong learning, uses daily the knowledge bases of library science, education, technology, and research. <p>AASL Standard 3: <u>Collaboration and Leadership</u></p> <ul style="list-style-type: none"> ✓ <i>Connection with the Library Community</i> ✓ <i>Instructional Partner</i> ✓ <i>Educational Leader</i> 	<p>Candidates are unaware of basic trends and issues in the field of education.</p>	<p>1</p>	<p>Candidates are able to articulate the relationship of the library media program with current educational trends and important issues.</p>	<p>2</p>	<p>Candidates develop a library media program that reflects the best practices of educational and librarianship</p>	<p>3</p>
<p>Ark: Standard 4</p> <ul style="list-style-type: none"> ✓ Advocate the ethical use of information by both modeling and teaching about equity, intellectual freedom, copyright, privacy, and confidentiality. <p>AALS Standard 1: <u>Use of Information and Ideas</u></p> <ul style="list-style-type: none"> ✓ <i>Efficient and Ethical Information-Seeking Behavior</i> ✓ <i>Literacy and Reading</i> ✓ <i>Access to Information</i> ✓ <i>Stimulating Learning Environment</i> 	<p>Candidates do not demonstrate knowledge of the legal and ethical practices of the profession.</p>	<p>1</p>	<p>Candidates support flexible and open access for the library media center and its services. Candidates identify barriers to equitable access to resources and services. Candidates comply with and communicate the legal and ethical codes of the profession.</p>	<p>2</p>	<p>Candidates model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom.</p>	<p>3</p>
<p>Ark: Standard 5</p> <ul style="list-style-type: none"> ✓ Establish equitable policies and procedures, prepare and manage budgets, plan for and implement changes in facility, conduct inventory, write reports, supervise staff, and monitor all services of the library media center. <p>AASL Standard 4: <u>Program Administration</u></p> <ul style="list-style-type: none"> ✓ <i>Managing Information Resources: Selecting, Organizing, Using</i> ✓ <i>Managing Program Resources: Human, Financial, Physical</i> ✓ <i>Comprehensive and Collaborative Strategic Planning and Assessment</i> 	<p>Candidates demonstrate little knowledge of effective management policies, procedures and principles. Candidates show little knowledge of relationship of facility to program needs.</p>	<p>1</p>	<p>Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues.</p>	<p>2</p>	<p>Candidates organize, manage, and assess all human, financial, and physical resources of the library media program.</p>	<p>3</p>

Standard	Unacceptable (Unsatisfactory)	Scoring Box	Acceptable (Basic)	Scoring Box	Target (Proficient)	Scoring Box
<p>Ark: Standard 6 Provide information and reference services to the school and its community and take responsibility for evaluating emerging technologies needed.</p> <p>AASL Standard 1 <u>Use of Information and Ideas</u></p> <ul style="list-style-type: none"> ✓ <i>Efficient and Ethical Information-Seeking Behavior</i> ✓ <i>Literacy and Reading</i> ✓ <i>Access to Information</i> ✓ <i>Stimulating Learning Environment</i> 	<p>Candidates demonstrate little knowledge of information gathering and reference service skills.</p>	1	<p>Candidates facilitate reference services to patrons by demonstrating the use of a wide range of reference materials.</p>	2	<p>Candidates strategically plan and guide patrons using pathfinders and other information seeking instruments to ensure reliable information was obtained.</p>	3
<p>Ark: Standard 7 Provide information access and delivery services such as the online public access catalog, circulation, networking and interlibrary loan of resources.</p> <p>AALS Standard 1: <u>Use of Information and Ideas</u></p> <ul style="list-style-type: none"> ✓ <i>Efficient and Ethical Information-Seeking Behavior</i> ✓ <i>Literacy and Reading</i> ✓ <i>Access to Information</i> ✓ <i>Stimulating Learning Environment</i> 	<p>Candidates demonstrate little or no evidence of issues related to access to information.</p>	1	<p>Candidates facilitate access to information in print, nonprint, and electronic formats.</p>	2	<p>Candidates plan strategically to ensure physical and intellectual access to information for the entire school community.</p>	3
<p>Ark: Standard 8</p> <ul style="list-style-type: none"> ✓ Develop collection policies and coordinate the careful selection, acquisition, maintenance, and networking of materials and equipment, giving attention to the inclusion of diverse viewpoints and learning delivery systems. <p>AASL Standard 4: <u>Program Administration</u></p> <ul style="list-style-type: none"> ✓ <i>Managing Information Resources: Selecting, Organizing, Using</i> ✓ <i>Comprehensive and Collaborative Strategic Planning and Assessment</i> 	<p>Candidates demonstrate little knowledge of accepted library policies, procedures, and practices for selecting, organizing, and using information. Candidates are not able to develop a plan for the library media program. Candidates do not use data for decision-making.</p>	1	<p>Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. Candidates organize the library media facility and its collections – print, nonprint and electronic -, according to standard accepted practice. Candidates support intellectual freedom and privacy of users. Candidates plan for efficient use of resources and technology to meet diverse user needs.</p>	2	<p>Candidates utilize collection analysis and evaluation research and techniques to ensure a balanced collection which reflects on diversity of format and content, reflecting our multicultural society. Candidates design plans for collection development and analysis and policies that ensure flexible and equitable access to facilities and resources. Candidates develop procedures to analyze the effectiveness of library media policies, procedures, and operations. Candidates ensure that policies and procedures are in place to support intellectual freedom and the privacy of users of all ages.</p>	3

Standard	Unacceptable (Unsatisfactory)	Scoring Box	Acceptable (Basic)	Scoring Box	Target (Proficient)	Scoring Box
<p>Ark: Standard 9 ✓ Promote library media services through multiple venues, effective communication skills, media design and program development, thus consistently establishing a positive relationship within the school and the community.</p> <p>AASL Standard 3: <u>Collaboration and Leadership</u> ✓ <i>Connection with the Library Community</i> ✓ <i>Instructional Partner</i> ✓ <i>Educational Leader</i></p>	<p>Candidates are unaware of the potential for benefits to the school library media program from making collaborative connections and asserting themselves as educational leaders.</p>	<p>1</p>	<p>Candidates demonstrate the potential for establishing collaborative connections, promotional avenues, and educational leadership roles.</p>	<p>2</p>	<p>Candidates employ strategies to ensure connection between the school library media center and teachers, community members, and the world at large.</p>	<p>3</p>
<p>Ark: Standard 10 ✓ Develop and find funding for special programs that are dynamic and accessible for diverse user groups and that serve the mission of the school.</p> <p>AASL Standard 2: <u>Teaching and Learning</u> ✓ <i>Knowledge of Learners and Learning</i> ✓ <i>Effective and Knowledgeable Teacher</i> ✓ Information Literacy Curriculum</p>	<p>Candidates demonstrate little or no evidence of knowledge of learner characteristics, learning processes, learner exceptionalities, as well as the ability to locate funding for these special programs.</p>	<p>1</p>	<p>Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs as well as demonstrate the ability to locate funding for special programs.</p>	<p>2</p>	<p>Candidates ensure that the library media curriculum is documented as significant to the overall academic success of all students through development and funding for special programs.</p>	<p>3</p>

Standard	Unacceptable (Unsatisfactory)	Scoring Box	Acceptable (Basic)	Scoring Box	Target (Proficient)	Scoring Box
Field Experience: Practicum ✓ All Arkansas Standards ✓ All AASL Standards	Candidates demonstrate little or no evidence of how to apply the standards to a school library media setting.	1	Candidates demonstrate the potential for applying the standards to become educational leaders.	2	Candidates employ strategies to ensure connection between student achievement and the school library media center. Candidates support the learning of all students and other members of the learning community.	3
Portfolio Presentation ✓ 20-minute time limit ✓ Formal presentation ✓ Question & Answer Session	Candidates demonstrate little or no understanding of portfolio guidelines or the Arkansas and AASL Standards.	1	Candidates reflected upon their experiences and how those experiences related to the Arkansas Standards and the AASL Standards.	2	Candidates synthesize all standards and program goals and the implications of the standards for ensuring student achievement.	3

Total Points Accumulated _____

*****A minimum of 26 points must be earned for in order to pass. This total does not include the Portfolio Presentation Section of the Rubric.**