

K-12 Library Media Endorsement Competencies

Requirement Area #1 Competencies: The Learner and Learning

1a. Learner Development. Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards.

1b. Learner Diversity. Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.

1c. Learning Differences. Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.

1d. Learning Environments. Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.

1e. Learning Management. Candidates demonstrate a wide variety of skills, procedures, and techniques to keep students focused, on-task, orderly, and productive.

Requirement Area #2 Competencies: Planning for Instruction

2a. Planning for Instruction. Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.

2b. Instructional Strategies. Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.

2c. Integrating Ethical Use of Information into Instructional Practice. Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.

2d. Assessment. Candidates use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding

Requirement Area #3 Competencies: Knowledge and Application of Content

3a. Reading Engagement. Candidates demonstrate a knowledge of children's and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.

3b. Information Literacy. Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical-thinking and

the inquiry process by using multiple literacies.

3c. Media Literacy. Candidates will demonstrate knowledge of the different types of media and use basic terms and concepts of media with their potential impact, advantages and limitations. Candidates model how to evaluate and select media for appropriate personal, educational, and professional use.

Requirement Area #4 Competencies: Organization and Access

4a. Access. Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.

4b. Information Resources. Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.

4c. Evidence-Based Decision Making. Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.

Requirement Area #5 Competencies: Leadership, Advocacy, and Professional Responsibility

5a. Professional Learning. Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the diverse needs of all members of the learning community.

5b. Leadership and Collaboration. Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.

5c. Advocacy. Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.

5d. Ethical Practice. Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.

Requirement Area #6 Competencies: Technology

6a. Technology Integration. Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences.

6b. User Engagement. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.